



UNIVERSITY OF GLASGOW
STUDENTS' REPRESENTATIVE COUNCIL
ANNUAL REPORT
2017/18





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**PART ONE:
WELCOME
& INTRODUCTION**



FOREWORD

Welcome to the Glasgow University Students' Representative Council's 2017/18 Annual Report. Last year was a fantastic year for the SRC and this report sets out our activities, giving you an understanding of how we've represented students and how we've continued to improve their experience.

Our key aims align with our Strategic Plan 2015-20; representation and engagement; support and wellbeing; volunteering and community engagement, and they remain the three pillars for our activity on which we continue to build our successes.

Last year, representation was strengthened at the highest level by establishing a committee of Court – the Student Experience Committee. Co-chaired by the SRC President and the University's Chief Operating Officer, we anticipate that as time progresses this committee will have a significant positive impact on the student experience and become pivotal to the working partnership between GUSRC and the University.

Regarding support and wellbeing, we had our most successful year to date, securing investments from both the University and the National Lottery. From these investments £22,000 was awarded to support Mind Your Mate Suicide Prevention Training and over £200,000 was allocated for university mental health initiatives. Both these investments represent a significant commitment towards tackling increasing mental ill health amongst students.

Our event for Black History Month was a highlight of our calendar, attracting over 200 students to a panel discussion on Glasgow's connection to the slave trade. Freshers' Week, the Volunteering, Clubs and Societies Awards and other activities continue to engage high numbers of students and remain part of our key activity.

The plans for the campus development are well underway as the James McCune Smith Learning Hub and the Research Hub are now under construction. We have ensured that students are consulted, informed and represented at each stage as this ambitious and impressive development will transform our University in years to come.

Last year was an incredibly successful year for us but also a challenging one. Our university community dealt with weeks of industrial action, battled with the Beast from the East, dwelled on post-Brexit uncertainty and managed a considerable increase in student numbers. The higher education and political landscape will continue to change and challenge us, however we are confident that we will adapt, remain resilient and evolve, ensuring we engage with key decisions and policy changes in order to represent and support our diverse student population.

We thank the student representatives, the University, SRC staff, volunteers and our external partners for their continued support without which our success would not have been possible. Although we may be a small organisation, we remain a key part of the University of Glasgow.

Thank you for taking the time to read just a few of our highlights, please enjoy the rest of the report.

Kate Powell
GUSRC President 2017/18

Bob Hay
Permanent Secretary

HIGHLIGHTS 2017 / 18



STUDENT EXPERIENCE COMMITTEE

A significant, positive step forward in terms of our representation function has been the establishment of the Student Experience Committee. The new committee reports directly to the University's senior governing body, University Court, and is jointly chaired by the SRC President and the University's Chief Operating Officer.

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3,500

VOLUNTEERS

As highlighted in the latest UofG outcome agreement we are the key organisation for supporting extracurricular activities at UofG. The University made a leap of faith through significant additional resource allocation towards our work in this area for the coming year. Numbers who volunteer through us in some form reach almost 3,500 across the organisation, including Student Volunteer Support, officers of affiliated clubs & societies, student media contributors and class/PG reps.

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£62K

Represents student financial gains through Advice Centre. Sources for financial gains include enforcing return of private sector housing deposit, social security benefit reviews, SAAS funding issues, complex council tax liability disputes. We only record confirmed gains. In most cases where there's a potential financial gain, clients don't report back on the outcome.

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BLACK HISTORY MONTH

This year was the first year that a large-scale coordinated range of events for Black History Month has taken place at UofG. We organised a panel event called "Confronting Glasgow's Colonial Past". It was one of the largest in this year's line-up.

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£200K

In November we wrote to the University's Senior Management Group (SMG) formally raising concerns regarding the impact of overcrowding on campus. We argued that a proportion of the fees income from the additional 1200 students recruited this year should be reinvested in mental health support. SMG responded sympathetically agreeing to "Invest an additional £200,000 in the current and subsequent academic years in Counselling and Psychological Services (CaPS)".

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VCS AWARDS

Our Volunteer, Clubs and Societies' (VCS) Awards are held annually with the aim of promoting volunteering and celebrating the many UofG student volunteers who work on campus and in the local communities to make people's lives better.

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LET'S TALK ABOUT SEXUAL VIOLENCE

During the year we delivered 'Let's Talk about Sexual Violence' Training to 642 students. This included University Halls Living Support Staff, Freshers' Helpers from all Student Bodies as well as several student societies. We also organised a range of open sessions.

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2,700

TOUR CUSTOMERS

The number of customers participating in our student-led UofG tours increased by 65% over the last two years, reaching a total of 2,700. We continue to promote the tours through local guidebooks and websites such as Visit Scotland, though feedback suggests a considerable percentage of visits are spontaneous, in response to campus based promotional material.

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GOVERNANCE

Glasgow University Students' Representative Council (GUSRC) is a non-incorporated organisation and is a registered charity (Scottish Charity No SC006970).

All students registered at the University of Glasgow are automatically members of GUSRC. Students can opt out once per academic session. Membership entitles students to vote and stand for election. Where students opt out they can still use GUSRC facilities and services.

MISSION

GUSRC's mission, as stated in the 2015-2020 strategic plan is:

"To provide effective representation, support, opportunities and services for and on behalf of the students of the University of Glasgow."

AIMS

GUSRC operates according to three high-level aims which define the three key roles of the organisation on campus.

REPRESENTATION & ENGAGEMENT

Ensure the interests and views of our members are represented and addressed throughout the university and externally.

SUPPORT & WELLBEING

Promote the wellbeing of existing students and potential students by providing independent professional support services which reflect the diversity of the student body.

VOLUNTEERING & COMMUNITY ENGAGEMENT

Contribute to a thriving campus life and individual personal development through provision of opportunities and activities which meet the intellectual, cultural and social needs of our members.



COUNCIL

Council is the governing body of GUSRC. Members of Council are elected through secret ballot of all students. The Trustees are the members of Council, including the Sabbatical Officers.

The constitution makes provision for a Council of not more than 49 members, an Executive of not more than 4 Council members, Offices of President, Depute and Vice-Presidents, and Permanent Secretary.

There are 47 elected positions on Council, including 4 in the Sabbatical constituency. All members have one vote. A candidate can stand for one position at one election. Members can only vote and nominate candidates in academic constituencies (i.e. the School or College) to which they belong. Votes are cast online. There is also provision for 5 ex officio members of Council. The Executive Committee comprises the Sabbatical Officers Roles and Responsibilities.

The Permanent Secretary (Bob Hay) fulfils a Chief Executive role and undertakes an advisory position and day-to-day management of the organisation; the Executive implement policy on a day-to-day basis. To do so, the Executive (on behalf of the Council and through the Permanent Secretary) has operational financial power and responsibility. Various checks and balances, as required by the University, are provided for.

INDUCTION AND TRAINING OF TRUSTEES

There is a comprehensive training and induction programme provided for the trustees with a particular focus on the Sabbatical Officers. A rolling training programme is delivered for Sabbatical Officers throughout the summer period and beyond. Council members are required to attend a full introductory training event plus additional sessions throughout the year. The training programme incorporates a range of areas relating to effective governance and an inclusive, informed approach to organisational development; including the following:

- Introduction to internal policies and procedures (including financial controls)*
- Governance (roles and responsibilities)*
- Financial management and budgeting skills*
- Managing professional relationships*
- Planning and Objective Setting*
- Managing professional relationships (Roles of Officers/ Staff)*
- Creating/Managing Change*
- Equal Opportunities*
- Organisational Planning and Goal Setting*

In addition to Sabbatical Officers, GUSRC works to ensure that all members of its governing body (GUSRC Council) receive adequate support to fulfil their roles.



UNIVERSITY PARTNERSHIP

In recent years GUSRC and the University have worked closely together in establishing and developing meaningful informed student engagement. The University's reflective analysis for the latest Enhancement Led Institutional Review (ELIR 3) highlights the strength of this relationship:

"A fundamental element of student engagement is the relationship between the University and the Students' Representative Council (SRC) and since ELIR 2, this relationship has been further consolidated as a working partnership as articulated by the SRC in its Strategic Plan: 'The strategy of GUSRC [...] is both complementary and supportive of the University's aims, whilst retaining the organisation's independent status and role as critical friend of the University'"

The aforementioned document further elaborates on the University/GUSRC working relationship and confirms the intention to maintain this strong partnership:

"The University continues its commitment to maintaining and enhancing the quality of the student experience. Central to this has been student engagement and our partnership with the Students' Representative Council (SRC). The SRC is an effective body and its interactions with the University are extremely positive; we will seek to continue this highly effective partnership throughout the next cycle and to ensure that our students retain a key role in discussion, policy development and decision making".

STRATEGIC PLAN 2015 – 2020

The Strategic Plan sets out our key values, vision, mission as well as the key strategic aims and objectives which underpin our work. Where possible we aligned our aims with those of the University strategy "Glasgow 2020 – a global vision". We also give consideration as to how our work complements the University's current Learning and Teaching Strategy.

The plan can be downloaded from our website at: <http://www.glasgowstudent.net/about/publications/strategic-plan>

OBJECTIVES

The objectives of GUSRC as set out in the constitution are:

To represent and promote the general interests of students of the University

To advance civic responsibility by providing a recognised means of communication between students and the Court and the Senate of the University

To prevent and relieve poverty and to advance health by providing welfare services for students and potential students

To advance the arts, culture, heritage, science and sport by providing amenities and supporting activities for students

To promote equality of opportunity amongst students and challenge all forms of discrimination whether based on sex, age, race, ethnicity, sexuality, disability, religion, cultural background or other such status

PART TWO: REPRESENTATION & ENGAGEMENT

GUSRC is committed to its representational role, continually ensuring that it engages with students, University stakeholders and external partners to influence the quality of the student experience.

This section introduces and summarises some elements of this year's work under this strategic heading.



COUNCIL & REPRESENTATION

GUSRC COUNCIL

The structure of our Council reflects the University's own structure in that it includes elected College Convenors and School Representatives (school reps) to match the College and School Structure of the University. Ideally these academic representatives link with and support our 1200 class representatives (class reps).

A priority during the period of our current strategy is to develop the links between class reps and GUSRC and seek to identify and promote the impact and successes of the class rep system.

GUSRC ELECTIONS

Turnout at our autumn elections has always been comparatively low in relation to the spring elections. Voter numbers for autumn 2017 reached 2135, down from autumn 2016 (2637 - previous year's figures in brackets).

The 2018 spring elections saw 41 (62) candidates contesting 41 (35) positions whilst 9 candidates contested the 4 Sabbatical positions (President and 3 Vice Presidents), a slight increase from the 8 in 2017. As with the autumn elections the turnout at the spring 2018 elections decreased against the previous year with a turnout of 3326 (4239) voters. (Previous year's figures in brackets).

Although it's difficult to determine the reasons for the significant reduction in turnout at the spring elections, they were scheduled to be held at a time of severe weather where the University was closed for 3 days. The elections were postponed at short notice and held the following week instead, at a point where much of the momentum gained through pre-publicity had been lost and was difficult to recapture.

GUSRC SPRING ELECTION TURNOUT

2012	3581
2013	3350
2014	3935
2015	3476
2016	4033
2017	4239
2018	3326

Over 100 students participated in the Heckling meetings each evening, similar to the previous year, with hundreds more tuning in online.

SUPPORT TO ELECTED OFFICERS

All student officers are elected annually. The officers are supported by a staff team who fulfil a combination of secretariat, advisory, support and developmental functions. Throughout the year the strong, positive working relationship between staff and student officers contributed to the organisation's successes.

GUSRC officers sit on an extensive range of committees and working parties within the University, currently over 60 with a campus-wide remit, plus a significant number of college and school level committees. Our staff team are allocated specific committees and will liaise with the nominated student officers prior to these meetings and prepare briefing materials as and when required. This ensures a degree of continuity as well as assisting informed, empowered student involvement.

GUSRC's structure helps to ensure that its campaigning priorities and policy development process are evidence based and informed by the current issues affecting students. The Advice Centre, through its casework, is often able to identify issues and trends at an early stage and brief officers accordingly.

STUDENT EXPERIENCE COMMITTEE

A significant, positive, step forward in terms of our representation function has been the establishment of the Student Experience Committee. The new committee reports directly to the University's senior governing body, University Court, and is jointly chaired by the SRC President and the University's Chief Operating Officer; the committee benefits from strong student and staff representation as well as lay members from the University's governing body.

GUSRC enjoys considerable representation on the committee with 8 representatives. Although the Student Unions don't have any representation or campaigning function, we argued that they, along with the Sports Association should each have a place on the committee. As well as having access to Court and Senate the committee has access to key university budget holders. As time progresses, we anticipate this committee will have a significant positive impact on the student experience and become pivotal to the working partnership between GUSRC and University.

Matters emerging as a result of senior officers' participation in University committees are communicated back to SRC Council in the required council report format for discussion and, where appropriate, agreement on future action.



CLASS AND POSTGRAD REP TRAINING

We recruit and train around six to eight UofG students per year to deliver the class and PGR representative training. As all trainers are UofG students, they are familiar with the structures and systems of the University. As well as training on the Main Campus, we also provide class representative training for students on site at the Dumfries Campus, and for students on partnership programmes at Singapore Institute of Technology, the Joint Graduate School in Nankai, and UESTC in Chengdu, China (via video link). We also offer an online version of the training via Moodle, for online/distance learners.

There was little change in the demographic of participants. Last year's figures are in brackets.

As would be expected the majority were undergraduates at 66% (69%), with 31% (27%) being PG Taught and 4% (4%) PG Research. Only 3% (2%) of trainees were part time. There was more than double the number of females participating to males (66% to 34% compared with 63%/36% in 2016-17) and, as with last year, 6% of those participating consider themselves to have a disability. 56% (52%) of students were from the UK, 21% (24%) from the EU and 23% (24%) from the rest of the world.

SUCCESS INDICATOR

Our Strategy states *"We will train an average of 800 class representatives per year over the 5 years of this plan and maintain a satisfaction rating of 95% with the training"*. The numbers are slightly down on last year, but the satisfaction targets were exceeded. We will continue to review and develop the training on an annual basis to ensure these standards are maintained.

EVALUATION

GUSRC runs two main blocks of training, one per semester. During the academic session 2017-18, we trained a total of 771 Class Representatives (last two years 827 and 732 respectively). A total of 759 evaluation forms were completed. From the forms, we were able to elicit the following:

For the statement "The training developed my understanding of the rep role", 97% of respondents gave a positive score (4, 5 or 6)

For the statement "The training defined the student learning and development experience", 97% gave a positive score

For the statement "The training explored how I can gather student opinion about learning/research issues", 97% gave a positive score

For the statement "The training introduced skills and methods needed to present information to staff and fellow students", 97% gave a positive score

For the statement "The training gave me a good overview of the feedback processes here at the University of Glasgow", 96% gave a positive score

For the trainer's "knowledge of subject" and skill at "involving the group", 98% gave a positive score on each measure

97% would recommend the training to other class reps

These scores are almost all 1 – 2 percentage points higher than the scores in 2016-17.



IMPACTS AND BENEFITS

GUSRC is considerably larger than its elected representatives on Council - with over 1,000 class representatives on campus, we continue to work to strengthen engagement with our class representatives and gain wider influence and understanding of learning and teaching. 2018 was the third year of the Class Representative Survey, and 1022 responses were received.

In general findings were positive although, as always there was room for improvement in some areas. Key findings included:

82% of respondents felt well prepared for their role by the SRC training (rising to 91% for international students)

72% found it easy to raise issues at Staff Student Liaison Committees

79% reported that some action had been agreed or taken as a result of their input

75% said they had developed their communication skills as a result of the role (rising to 82% among international students)

Changes the reps reported to their courses as a result of their work included:

38% improved access to materials/resources

34% changes to lecture/tutorial arrangements

25% changes to assessments or course materials

22% changes to deadlines or course structure

The researcher commented:

"The evidence from the data strongly suggests that Class Reps found the experience incredibly beneficial and rewarding with a plethora of positive comments made."

Potential areas of future work in partnership with the University include:

Elections - only 20% of reps were elected to their role (the remainder being selected, or the only volunteer)

My Class Reps (formerly Student Voice) - to raise awareness of this amongst the student body and make it more useful

SRC Support - 65% of reps had no contact with the SRC after the initial training – although 81% of these said that they did not need any further support, we want to make sure that all reps are aware of support available to them

CLASS REPRESENTATIVE CONFERENCE

The SRC held the second Class Representative Conference on 21st February. With over 100 sign-ups for full day or part day attendance, the conference gave class representatives the chance to learn about and have input in to wider university developments.

This included an update on the campus development and proposed service delivery model, as well as feeding back on the university's advising systems. An employability session was held to facilitate representatives' reflection on the skills and knowledge developed through their role and the potential application in future careers.

The agenda also included a "feeding forward" activity where representatives were asked for their views on different areas of SRC work and to comment on future priorities.



ONLINE REP TRAINING

Class Representative Training for Online/Distance Learners was delivered by GUSRC in November 2017 and again in February 2018. There were some challenges involved in finding out names of relevant staff members who could provide us with student details. In the end, however, a total of 19 students (14 in semester 1, 5 in semester 2) completed the online Moodle course, which was facilitated by three GUSRC staff members over the course of 7-10 days. Numbers were higher in semester 1 as this included several representatives at Dumfries Campus who had not attended the face-to-face training session provided by GUSRC in Dumfries.

15 students completed an evaluation. 93% said they had been able to fully participate in the training, with assignment overload cited by one student as a hindrance to participation. Responses to the quality of the training content were 80% positive. Similarly the scores for the trainers' pace, ability to create interest, and involve the group were 80% positive, and over 90% positive for the trainers' knowledge of subject. 71% of respondents considered the training 'useful' or 'extremely useful'. 93% of respondents would recommend the training to others.

The trainers noted that the training itself went much better this year than last. Having more students enrolled, and the fact that the majority of them did actually participate in the online forum, made a huge difference.

SUCCESS INDICATOR

Our Strategy States: *"In partnership with the University we will have established an online class representative training system for distance learning students by year two of this plan."* We have established a workable online system which replicates the on-campus experience as closely as we are able, but there is still some work to be done to try to ameliorate administrative issues associated with the set-up of the training.

CLASS REPRESENTATIVE MIXER

We continue to work to strengthen links between the main body of GUSRC and our Class Representatives. Last year we held the first Class Representative Conference and this year we sought to augment that through the introduction of a Class Rep Mixer event which was held early on in the first term to facilitate networking at an early stage.

Although the event was primarily organised as an informal mixing event, the VP Education and Student Engagement Co-ordinator gave a short presentation of around five minutes covering the following areas:

- [Introduction of VP Education, their role and priorities for the year](#)
- [Summary of findings from the Class Rep Survey 2017](#)
- [Previous work undertaken as a result of class rep feedback \(e.g. #lecrec and 24/7 library access\)](#)
- [Campaigns to get involved in](#)

Class representatives were also encouraged to offer their views on how their role was progressing, most effective methods of providing feedback and what GUSRC could do to support them further. Views were also sought on the revised Student Voice Website:

- [How is your role going so far?](#)
- [What skills have you used since attending training?](#)
- [What ways have you collected feedback from your class?](#)
- [What can the SRC do to support you further?](#)
- [Your views on the new Student Voice? How can it be improved?](#)

As this was the first time such an event had been held, we conducted a short evaluation which suggested that attendees found it extremely worthwhile, enjoyed the opportunity to network and considered it should continue in future years.



POSTGRADUATE REPRESENTATION & ENGAGEMENT

GRADUATE SCHOOL REVIEWS

Graduate School Reviews are similar to Periodic Subject reviews (PSRs) and like PSRs a student representative from GUSRC sits on the review panel. This year our PG Research Convener sat as panel member on the Social Sciences review. These reviews are invaluable to the student academic experience and taken seriously by the University. Most recently, as a result of being raised through Graduate School Reviews, progress is under-way to offer improved support around supervisor development. The University is beginning a review of the methodology for Graduate School Reviews and we have been invited to take part in this process.

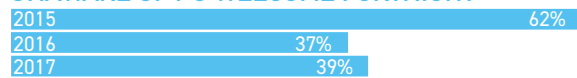
There are still considerable challenges to be addressed around postgraduate representation and this is specifically alluded to as a priority in our strategy. Postgraduate representation is an issue across the University and Student Union sector, with no one as yet appearing to have reached an ideal solution. We work closely with the University in developing the Gilchrist Postgraduate Club as an attractive venue for PGs to socialise and study.

POSTGRADUATE WELCOME FORTNIGHT

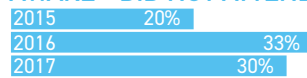
This is the fifth year we have organised Postgraduate Welcome Fortnight which runs during Freshers' Week and the week after. The programme of events is intended to offer an attractive alternative to the Unions and to reflect the slightly more mature and international demographic of the Glasgow Postgraduate community.

We incorporate questions on Welcome Fortnight in our Freshers' Week survey. Following a large jump in engagement the previous year, the numbers remained static this year with no change in the percentage of postgraduate respondents who had attended events – 30% - with a small drop in those aware of PG Welcome Fortnight but not attending (from 33% - 30%) and a slight increase in no awareness as highlighted below:

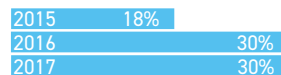
UNAWARE OF PG WELCOME FORTNIGHT



AWARE - DID NOT ATTEND ANY EVENTS



ATTENDED PG WELCOME FORTNIGHT EVENTS

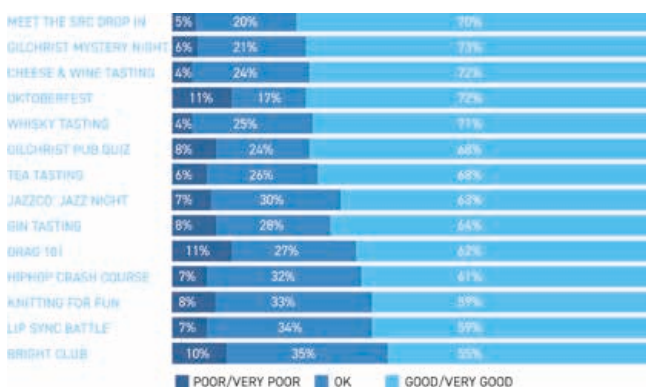


The majority of our events were at full capacity. They were generally held in the evening to combat the loneliness and isolation reported by many postgraduates, especially in the early stages. The purpose of the events ranged from orientation to entertainment with many combining both. These events included PG LGBT+ meet up, meditation, tea tasting, whisky tasting, poetry, drag night, DJs, murder mystery, early Oktoberfest, live music, comedy nights, a quiz night and an SRC meet and greet.



EVENTS FEEDBACK

Amongst those that attended a specific SRC Postgraduate Welcome Fortnight event the majority were viewed in a positive light with the Meet the SRC event garnering the most positive ratings at 75% - it was the highest rated in 2016 too - followed by the Murder Mystery Night at 73%. Overall very few students rated any event Poor / Very Poor:



ONGOING ACTIVITIES & EVENTS

We continue to channel additional resources towards the Gilchrist in order to sustain engagement with postgraduates and to build a sense of postgraduate community. Folk and jazz sessions are held regularly, our monthly pub quiz numbers have grown significantly, and a large range of one off events are organised by our clubs and societies.

We also dedicate an entire wall of the café to showcase local artistic talent. So far, this initiative has attracted a variety of artists from the local community as well as from the University itself. It gives artists a platform to share their work, and in some cases participate in their very first exhibition and allows the postgraduate community a chance to engage with up-and-coming artists. These displays have been popular with Gilchrist users, and some of the artwork has sold. It also helps build a distinct character within the café space.

We continue to refine our communications and social media activity as well as offer online ticket purchasing to assist engagement with the many postgraduate research students who study off campus.



ACADEMIC ISSUES

GROUP WORK GUIDELINES

During 2016/2017, as a consequence of increased representations to our Advice Centre, we raised concerns with the University around students' experience of group work assessment. Our concerns related to the variance in guidance to students for assessed work, explanations and expectations of the group process, and the attribution of grades for group members doing the shared work. Initial groundwork involving the SRC and the University was undertaken during that year, including a paper submitted by the SRC to the University's Learning and Teaching Committee. The SRC paper was welcomed and referred to the Assessment and Feedback Working Group, which includes SRC membership. Subsequently, through the standard University process, a policy for assessed group work was established and approved for implementation from September 2018.

As the pedagogical value of group work becomes increasingly recognised, group assignments are becoming a more prevalent method of assessment. The new group work policy, which reflects local examples of effective practise as well as examples of good practise elsewhere, is an excellent example of a piece of partnership working which will ensure consistent, University wide, application of guidelines and clarity of expectation.

MOODLE FUNCTIONALITY

During last year and this we have argued that the University should allow students to access their Moodle courses after each year, developing an archive of their courses. We were pleased when this was approved with a view to implementation as of September 2018. This facility will add an important dimension to Moodle, enabling longer term reflection by providing a portal for access to all feedback, essays, reading lists and assignments.

MOODLE MINIMUM (FORMERLY MOODLE BASECAMP)

We developed the 'Moodle Minimum' proposal. A set of requirements designed to ensure that consistent basic information is provided on course Moodle pages (e.g. Course handbook, Course leaders' details). Learning & Teaching Committee (LTC) endorsed the proposal of the provision of the generic Moodle template, on a voluntary basis in the first instance, and agreed that College Learning and Teaching Committees should promote and encourage its adoption. In the slightly longer term, once means of pre-populating the relevant data are available, LTC have agreed to consider the generic template becoming compulsory.

ACCESSIBLE & INCLUSIVE LEARNING POLICY

The SRC and the University both seek to prioritise inclusion and equality through all areas of our work. Through a joint dialogue, the Accessible and Inclusive Learning Policy Working Group was established, reporting through the Learning and Teaching Committee. The subsequent AILP was introduced for session 2017/2018.

In order to make the Accessible and Inclusive Learning Policy easily understandable to students, we developed a simplified version designed to highlight areas of the policy of interest to students and to assist them with monitoring implementation. The draft policy was submitted to the Learning and Teaching Committee who found the format "*clear, concise and useful*". LTC approved the student version of the policy which has been jointly publicised to the student community.



#LECREC

In recent years we have developed and advocated for a lecture recording policy and worked with the University to increase lecture recording facilities on campus.

Our #Lecrec campaign was launched in September 2017. Information was posted to all Class Representatives on how to become involved, and to raise awareness posters were designed and placed outside every room with lecture recording capability. Glasgow Guardian and My Campus news both carried stories on the campaign and the University sent out an email to all staff lecturing in rooms with recording capabilities. The campaign was also one of the key topics of discussion at the Class Representative Mixer Event.

We also met with academic staff from several schools to discuss their concerns and our representatives raised the matter at their respective College Learning and Teaching Committees. We assisted in accessing funding from the University's innovation fund to provide space for teaching staff to pre-record their lectures for flipped teaching.

The University's central timetabling department have been monitoring the impact of the campaign over the year and have established that the campaign has prompted a massive increase in events in which lecture recording has been requested (where a room has lecture recording capabilities). Over this academic year there were 2,538 such events, a massive uplift on the previous year's figure of 694 or an increase of over 250%.

EARTH SCIENCE DEGREE

Following student concerns regarding Earth Science's degree restructuring proposals we worked to engage students in a robust consultation and feedback exercise.

The consultation involved students from all years of Geographical and Earth Sciences and concluded that proposals for the "Environmental/Environmental Geoscience Degree" were unsatisfactory and the degree offer, as proposed, would be considerably flawed. There were also concerns that the Environmental Degree was being developed without any input from the Environmental Geoscience Professor position currently under recruitment.

Subsequent to student representations arguing that the 'Environmental Degree', as proposed wasn't fit for purpose, the School postponed its introduction in order to redraft the proposals to more closely meet the needs and expectations of students.

This includes the renaming of the 'Environmental Geology/Earth Science' degree to better represent the content of the course so as not to mislead prospective students. It was further noted by student representatives that any future changes to the environmental degree should include more consultation and involvement of the geography department.



PERIODIC SUBJECT REVIEWS

During the year, student panel members participated in 7 Periodic Subject Reviews (PSRs): Education, Modern Languages & Cultures, Management, Music, Law and Short Courses.

Student panel members are prepared through a full day 'mini review' training event plus considerable pre-course preparation. The session is led by the Senate Office in conjunction with GUSRC; it provides participants with an overview of PSR in relation to the Scottish Quality Enhancement Framework, as well as highlighting what is expected from panel members, including how to analyse and interpret documentation, and plan for the Review.

PSR Clerks evaluate the process and we are pleased to report 100% positive feedback on the student panel members' contribution to the process, with all seven Clerks agreeing/strongly agreeing that Student Reps made a constructive contribution to the PSR as highlighted in the table below. Responses to the additional question "Can you suggest any changes which might improve the experience for the Student Rep?" included:

- "Don't know - he seemed very well prepared"*
- "Student provided substantial amount of commentary - more than most"*
- "The student was well-integrated as a Panel member"*

SUCCESS INDICATOR

Our Strategy states: "We will participate in 100% of PSRs and 100% of feedback will agree that the student representative made a constructive contribution to the process". The Senate Office feedback form showed all seven Clerks (100%) agreeing / strongly agreeing that Student Reps made a constructive contribution to the PSR.

POP-UP STUDY SPACES

At certain times of the year students find it difficult to access space to study, on or off campus. We worked with Central Room Bookings (CRB) to identify appropriate rooms on campus and when they would be unoccupied. Once agreed, we ran a cycle of pop-up spaces in the December exam diet in two lecture theatres and some small seminar rooms.

Following feedback, we refined and expanded the offer for the May diet during which we offered rooms specifically for 'quiet' individual study as well as rooms, bookable through GUSRC, for group study. We also used many of the University's pilot technology enhanced active learning (TEAL) spaces in order for more students to benefit from these new spaces. It has been difficult to gather numbers due to the drop-in nature of the individual bookings but feedback from students and the University's Social Media Team suggests the spaces are well used and appreciated.

24/7 LIBRARY ACCESS

In summer 2017, responding to expressed demand, we initiated discussions around the potential for 24/7 opening. The University Librarian was extremely supportive and the first 24/7 pilot was launched in November 2017 with a follow up pilot being organised during the second exam period in April and May 2018.

GUSRC developed the promotional material and used and hashtag #GULib247 throughout the period. Uptake was considerably higher than anticipated and initial analysis of the feedback suggests the extension of opening hours was highly valued. We anticipate further discussion with UofG over the summer before a decision is reached regarding long term 24/7 library access.



CAMPUS ACTIVITY

STUDENT TEACHING AWARDS

The Student Teaching Awards has been run by the SRC for 8 years and we regard this event as a vital celebration of learning and teaching within UofG, as well as an opportunity to identify areas of good practise in teaching. With well over 1000 nominations gathered from students this rich source of data is often under publicised and underused.

This year, as well as developing a best practice guide for staff, our VP Education gave a presentation at the University's Learning and Teaching Conference showcasing the information gathered through the 2017/18 award nominations. The presentation linked in to some of the conference's sub-themes such as Learning in a virtual space, Promoting active learning in the classroom and Learning in practice, and highlighted examples of teaching practices related to these sub-themes that students identified as exciting examples of teaching.

BLACK HISTORY MONTH

During October, as our contribution to Black History Month, we organised a panel event called "Confronting Glasgow's Colonial Past". The panel featured Dr Stephen Mullen (UofG historian), Prof. Louise Welsh (author and UofG Professor of Creative Writing), Graham Campbell (SNP Councillor and activist), and Marenka Thomson-Odlum, (UofG PhD student). The panel led a conversation around the ways in which Glasgow as a city can address its links with British Colonialism and the North Atlantic Slave Trade. Over 200 people attended and participated in an informed and wide-ranging discussion. This year was the first year that a large-scale coordinated range of events for Black History Month has taken place at UofG and this event was one of the largest in this year's line-up.

CAMPUS ESTATES DEVELOPMENT

The University's new campus development continues apace. Student representation on the associated Boards and Working Groups continues to be in high demand, placing considerable pressure on SRC Office Bearers and internal staff support framework.

SUPPORT FOR STUDENT PARENTS

Independent research commissioned by GUSRC into the needs of student parents, highlighted positive and negative aspects of student parents' experience at the University. However there did appear to be a general inconsistency and confusion around University rules and regulations, particularly for adjustments and special arrangements as well as access to facilities. It was agreed to establish a University/GUSRC Student Parents' Working Group to consider the research findings and how they may be addressed.

The Working Group met several times over the year to develop a policy for the support of student parents, modelled along the lines of GUSRC devised Student Carers' Policy. The policy included guidance for staff on types of adjustments which may be appropriate to support student parents in combining study and parental responsibilities. This policy was approved by Student Experience Committee in April 2018 but is yet to be considered by Council of Senate or Court.

The working group also made recommendations to the University's External Relations Department on provision of signage showing which University buildings are open to families with children. It was agreed that a change would be requested to MyCampus to allow student parents to identify themselves during registration so that support can be offered if required, and to improve accuracy of statistics.

The research also highlighted how much parents would value child friendly study spaces, resulting in the creation of the Family Study Lounge in the Library. We worked closely with the University Library on the development of the Lounge which provides a study space as well as books, a soft play area, comfortable seating and a breastfeeding area. The lounge has been extremely well used since it opened and feedback from parents has been very positive.



LET'S TALK ABOUT SEXUAL VIOLENCE

Let's Talk is a peer led training initiative developed by the SRC in conjunction with Rape Crisis Scotland and under the auspices of the University's Gender Based Violence Strategy Group. The initiative was developed in response to student demand for more immediate action in preventing and responding to sexual violence. The model is a cascading 'train the trainer' model where students are trained to deliver the workshop to their peers. This year we recruited 24 student trainers. With Rape Crisis Scotland we co-delivered a week long train the trainer conference for the 25 volunteer recruits.

We continue our working partnership with Rape Crisis Scotland and are pleased that the University has offered funding for the coming year which will enable us to train a further group of students to deliver the workshop. During the year we delivered 'Let's Talk about Sexual Violence' Training to 642 students. This included University Halls Living Support Staff, Freshers' Helpers from all Student Bodies as well as several student societies and a range of open sessions.

Let's Talk about Sexual Violence is one part of wider GUSRC work around gender-based violence at UofG. In addition to the workshops we have been working with the University who have been very supportive on introducing processes that will reduce barriers to victims of sexual harassment in reporting the matter, this will include anonymised reporting. Work on an online reporting system is moving apace and we hope that the University will have the new system in place for the coming academic year.

IMPROVING COMMUNICATIONS

We continue to operate focus groups and surveys to gather students' views on issues and plans affecting them. Participation in events such as the International Student Fair and establishment of the "Meet The SRC" event for postgraduates have all served to maintain and increase our profile.

The introduction of the Sabbatical Blogs has served as a useful tool to keep students abreast of current SRC activities and priorities as well as generating useful feedback and questions from interested students.

We continue to review and refine our Social Media presence and enjoy a strong working relationship with the University Social Media Team who are extremely supportive of our activities in terms of advice and sharing of our social media publications.

INTERNATIONAL DAY OF PERSONS WITH DISABILITIES

To recognise the United Nations' International Day of Persons with Disabilities we organised a buffet lunch in collaboration with the University of Glasgow Disability Service. This was the first time that the SRC and Disability Service chose to mark this day together with a joint event, and the lunch was well attended with over 50 disabled students joining us, despite the day falling within the exam revision period. Given our normal Disabled Students' Network lunch attendance of around 5-10 students, this was a great success and many students said it was their first time attending an SRC Disabled Students' Network event.

The event offered the opportunity for disabled students to meet each other and their representatives, and to share their experiences. There were also a number of staff present from the Disability Service, and students fed back on the day that they valued the opportunity to meet with staff in an informal setting. Although some of the students present were already members of the SRC-led Disabled Students' Network, we saw a flurry of activity in the days following the event with a number of new sign-ups to the online network.

STRIKE FUND

Following industrial action by University Staff during 2018, the University confirmed that the money withheld from staff who participated in the strike would be invested directly in the student experience. Members of the Student Experience Committee agreed priorities for the £775,000 which had become available.

- Hardship Fund for students (£100k)
- Student scholarships (£100k)
- Student clubs and societies (£200k)
- Mental health initiatives (£100k)

In addition the Committee agreed that £275k be allocated toward repayment of the General Council fee (since abolished) to students.

STUDENT REPRESENTATION - CODE OF PRACTICE

In November 2017 we reviewed and proposed a number of amendments to the Code of Practice on Student Representation, in order to bring it up to date and clarify some of the guidance. The Code and other guidance documents were generally regarded as difficult to find on the University website, as we are regularly contacted by University staff who seem unaware of the provisions of the Code. Work will be ongoing during 2018-19 to improve staff awareness of, and engagement with, the Code and other aspects of the class representative system.



EXTERNAL ACTIVITY

CHILD POVERTY ACTION GROUP (CPAG)

GUSRC sits on the panel of CPAG's 'Students and Benefits Project'. This project aims to increase the number of low-income students who are able to access further and higher education. It also aims to reduce the impact of poverty on students who access such educational opportunities.

The membership of this group is wide-ranging; the project has a Scotland-wide remit and includes representatives from the Scottish Funding Council. GUSRC's participation provides an opportunity to input into CPAG's national campaigning and information activities, as well as keeping up to date with national policy developments which may impact on students.

GUSRC IN THE MEDIA

GUSRC once again enjoyed positive coverage in the national media, including coverage of The Sexual Violence Prevention Initiative. There was considerable coverage of this initiative across the BBC and print media, with the University and the SRC being praised. Other areas of coverage include student debt, student mental health and student accommodation issues.

Traditionally, GUSRC has maintained a positive working relationship with both local and national media outlets. Independence from the National Union of Students ensures GUSRC has freedom to comment on matters independently, thus reflecting the interests of the particular students it represents. Some of the media in which GUSRC featured include:

- | | |
|---------------|----------------|
| THE TIMES | RADIO SCOTLAND |
| THE SCOTSMAN | THE GUARDIAN |
| THE HERALD | DAILY RECORD |
| BBC SCOTLAND | COMMON SPACE |
| THE JOURNAL | STV |
| EVENING TIMES | THE HERALD |

CONSULTATION RESPONSES

QUALITY CODE

In October we were asked to comment on the QAA's consultation on the Advice & Guidance Sections of the Quality Code. Ultimately, given the common ground evident following a meeting with senior University staff, the SRC and the University decided to submit a joint response, reflecting our shared serious concerns about the applicability of the new proposals to the Scottish HE context.

In particular, our response highlighted the near absence of any mention of partnership with student representative bodies, and the unsatisfactory nature of designating Quality Enhancement as a supplementary activity when in fact it forms a core part of the Scottish HE model.

REVIEW OF STUDENT SUPPORT

In August 2017 we submitted our response to the Scottish Government's Review of Student Support. Our response argued for a basic minimum income for students; for parity between FE and HE, and between undergraduate and postgraduate funding provision; for funding to be paid year-round and for living cost support for students whose circumstances make it difficult to study full-time.

The review report was published in November 2017 advising that some increases to funding are being made, whilst other areas are under further consideration.



MENTAL HEALTH

MENTAL HEALTH ACTION PLAN

UofG, along with many Universities throughout the UK and beyond, has reported sharp rises in students experiencing mental health issues during their studies. As part of UofG's response we were asked to collaborate on the creation of a University Mental Health Action Plan. The plan, launched on World Mental Health Day 2017, seeks to provide greater support for those impacted by mental health issues, help minimise the associated stigma and improve the quality of interventions for staff and students who require support.

Pursuant to those aims, the plan contains a number of clear short and long-term actions which continue to be evaluated and reviewed. The actions set out in the plan represent the first steps towards an integrated strategy and policy around mental health and wellbeing for the University and the SRC. The SRC were key in ensuring that the action plan also places a strong emphasis on peer-led and early-intervention initiatives, and that it presents a holistic view of wellbeing as something which should be prioritised throughout the student experience, not just at crisis point.

ADDITIONAL COUNSELLING SERVICE FUNDING

In November we formally raised concerns with the University's Senior Management Group (SMG) regarding the impact of overcrowding on University Student Services, particularly the Counselling Service. We argued that a proportion of the fees income from the additional 1200 students recruited this year should be reinvested in mental health support. SMG responded sympathetically agreeing to "Invest an additional £200,000 in the current and subsequent academic years in Counselling and Psychological Services (CaPS)".

MIND YOUR MATE

The explosion in numbers of students experiencing mental health issues has weighed heavily on current University support provision. Whilst we engage with the University around increasing resources available to its Counselling and Psychological Services we have sought to develop our own unique, student led but complementary response.

Funding from the National Lottery in 2015 enabled us to deliver 'Mind Your Mate', a learning programme focussed on peer led mental health awareness and suicide prevention, aimed at

giving students the confidence and skills to spot warning signs and assist someone whose mental health may be at risk.

The success of the original programme encouraged development of 'Mind Your Mate 2' which incorporated the same principles and aims but with a more cost effective and sustainable delivery model. Rather than rely on external professionals to deliver all the workshops, we commissioned these professionals to train six University based individuals, a mix of staff and students, to deliver the suicide prevention training.

The University trainers delivered the workshop to 340 University staff and students this year. Our evaluation feedback from the training highlighted the following:

94% of participants believed that they were considerably more likely to identify students experiencing mental health problems

95% of participants would be more confident in supporting someone they believed to be at risk of suicide

98% of participants agreed that their knowledge of referral options to those with mental health issues had developed substantially

MIND YOUR MATE PHASE 3

We were notified by the National Lottery in March 2018 that we had been awarded £22,000, as a contribution to the costs of developing and delivering Mind Your Mate (Phase 3). This funding will enable us to recruit and train a further 12 volunteer trainers in suicide prevention. The addition of a further 12 trainers should enable us to develop a more sustainable initiative embedded within the SRC. This additional funding will enable around 500 staff and students to participate in a workshop by June 2019 and 1000 by June 2020. We believe that this work will enable a significant change to the lives of our students and staff.



HOUSING

MARKS OUT OF TENANCY

Housing conditions play a major role in the mental and physical health of our students whilst accommodation issues represent a significant proportion of enquiries to our Advice Centre. For some time we have been considering how we might facilitate students sharing information on their tenancy experience without risking the obvious legal pitfalls. We have now launched a new partnership with “Marks Out Of Tenancy” which is essentially a site where students can review their experience, particular tenancy with a particular landlord and/or letting agent. “Marks Out Of Tenancy” describe their mission as follows:

“We crowd source the information people need, share it in a straightforward and good looking way and help people to make the best decisions about where they’re going to rent next”.

We are comfortable that the SRC carries no legal risk and that this company will add value to the advice and campaigning work we currently undertake. “Marks Out of Tenancy” are endorsed by reputable organisations such as Shelter and in other areas are endorsed by the relevant local authority.

HOUSES IN MULTIPLE OCCUPATION

In May 2018 we responded to Glasgow City Council’s consultation on Houses in Multiple Occupation. Some negativity had been perceived towards students in traditional tenement HMOs and the SRC sought to represent students’ interests and provide some balance to the consultation.

LANDLORD FRAUD

A few unscrupulous private landlords, continue to regard students from abroad, with their potentially lesser knowledge of the Scottish housing rental sector and associated rules and norms, as a rich source for exploitation. Our Advice Centre continues to encounter cases where international students have been defrauded, sometimes out of thousands of pounds, by rogue landlords.

We reviewed our webpages and updated our leaflet ‘10 Tips to avoid Housing Scams’ at the start of the year with the University circulating a link to all incoming students from abroad. www.glasgowstudent.net/advice/accommodation/scams

PART THREE: SUPPORT & WELL-BEING

GUSRC aims to contribute to and promote the well-being of all students. The organisation delivers a number of services to support the range of students it represents. This section covers some of the work undertaken throughout the year under this heading.



THE ADVICE CENTRE

GUSRC's Advice Centre employs 4 FTE staff members and provides high quality, impartial advice and advocacy on a range of welfare and academic issues to students and prospective students of the University. The Advice Centre also plays a key role in informing and legitimising our policy development and campaigning work. This section focuses on the casework element of the Advice Centre. The rest of the work is incorporated into other sections of this report.

CASEWORK ACTIVITY

The Advice Centre acquired a new database case recording system in September 2017. The new database is an off the shelf product which has required significant customisation. The transfer over to using the new database was done gradually between September and November 2017. Figures reported below are total figures for both systems, except where otherwise specified.

CLIENT CONTACT

During the year, the advice team dealt with 312 (683) anonymous enquiries and opened 1610 (1225) cases. The new database does not differentiate between anonymous enquiries and cases when reporting, hence the apparent differences in the numbers from last year. Taken together, the figures for the number of issues dealt with in both years are similar. 4370 casework entries were created in the old database – the new database does not count individual casework entries. The previous year's figures are in brackets.

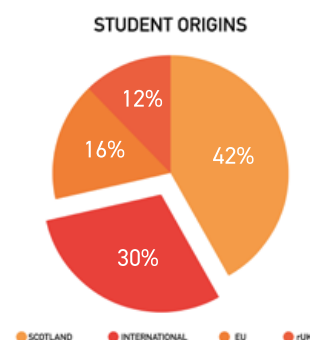
TIME SPENT

76,376 minutes (1,237 hours) were spent in direct contact with clients during the year. A further 33,042 minutes were spent on non-contact casework (e.g. researching information for clients, contact with third parties on clients' behalf and so on).

This equates to an average of 7.3 hours per day spent directly on advice work, a reasonable proportion considering the role of advice staff also includes policy work, committee support for the sabbatical officers and other non-advice activities (see later section of report). 36% of cases were classed as 'Quick Advice Given', which means they were dealt with in a single interaction. Conversely, therefore, 64% of cases required more work to resolve.

STUDENT ORIGIN / FEE STATUS

The proportion of Scottish domiciled students using our service is slightly lower than previous years at 42% of those identified (50% and 45% in the last two years). The proportion of international students was similar to the last two years at 30% (27% and 33%) as was the figure for EU students at 16% (14%, 15%). Home (rUK) students made up 12% which was a slight increase on last year's figure of 8%. These figures are represented below:





OUTCOMES AND GAINS

Over the year there were:

- 52 appeals of which 35 were successful (2016/17: 58/32)
- 86 conduct cases of which 55 were successful (2016/17: 80/49)
- 6 complaint cases, of which 4 were successful (2016/17: 11/7)
- 34 financial gains, totalling £61,993 (2016/17: £47,788)
- 280 non-financial gains (2016/17: 286)

Non-financial gains include: advising students on funding and housing rights, assisting with council tax exemptions, advice as the result of checking leases, ensuring housing repairs were carried out (6 cases), students being accepted back onto courses (13 cases), resubmissions or results being granted (9 cases) or re-sits uncapped (2 cases). In addition, 12 students had a grade reviewed/revise, 3 received an apology, homelessness was prevented in 1 case and in 3 cases a health and safety risk was averted. In 221 cases, students were provided with information they needed to make a decision about how to proceed with the issue.

As always, there were potentially many more positive outcomes, but we only record confirmations from students when they choose to inform us. As we did last year, we again made a concerted effort to reach a wider audience by using social media to publicise (at relevant times of year) our range of web-based information for particular topics. In doing this we aim to make information available to students at the most likely point of need. We continue to review and update sections of our website, adding new resources as the need becomes apparent. There is no accurate means of measuring how many students benefit from information viewed on the advice section of our website, or from the range of rights-based leaflets we produce.

FINANCIAL GAINS

Our confirmed financial gains for clients for the year totalled £61,993 (2017 - £47,788) benefitting 34 individuals.

Sources for financial gains include:

- enforcing the return of deposits by private sector housing providers
- helping various students pursue tuition fee refunds
- social security benefit reviews
- resolving SAAS funding issues
- complex council tax liability disputes

The financial gains figure is always a significant underestimate of the true financial gain. GUSRC only records gains which are confirmed. In the large majority of cases where there is a potential financial gain, clients do not return to advise us of the outcome.

NON-FINANCIAL GAINS

As always, there were many more positive outcomes but we only record confirmations from students when they choose to inform us.

CASE TYPES

As in previous years, University/Academic issues (757 cases), Housing (481 cases) and Finance (151 cases) are the most common types of enquiry.

The top ten case topics (by number of cases) were:

1. Academic Appeal
2. Finding Accommodation
3. Finance
4. Other University/Study Issues
5. Student Conduct (Plagiarism/Collusion)
6. Academic Complaint
7. Council Tax
8. Academic Good Cause
9. Other Housing Issues
10. Housing Disrepair/Environmental Health

CASE STUDIES

STUDENT A called in October 2017. She told us that in March she had signed up to one of the private student accommodation providers, but had changed her mind within the cancellation period and asked for the return of her £250. The manager had eventually agreed at the end of May, and the student provided bank details on more than one occasion, and additionally sent various emails which he didn't respond to.

The Advice Centre agreed to contact the accommodation provider on the student's behalf. After four phone calls and several emails, the student finally received her money back in mid-November. She was grateful for our help, and felt that she would not have got it back without our intervention and persistence.

STUDENT B emailed the Advice Centre in September 2017, having been excluded from further study by a Progress Committee. The student had been struggling with symptoms of depression which had affected her performance, and had been left feeling unsupported by her family to the point where she attempted to end her life. She was receiving counselling and treatment, and wanted to appeal for another chance to succeed in her studies. The Advice Centre helped the student through several drafts of her appeal letter and the appeal was ultimately successful without the need for a hearing. The student was delighted, and emailed to us "Thank you for your help!!! Thank you sooooo much for your support all the time!"

STUDENT C was unhappy with his tutor, their advice throughout a placement and the personal dynamic, including feeling that he was not being listened to. He was worried about challenging this and asking for another tutor. A member of the Advice team discussed with the student how to find a way to raise the issue in a non-confrontational manner and subsequently accompanied the student to a meeting with the Course Convenor. As a result he now has a new tutor and is going into the remainder of the course feeling much more comfortable that he has a fresh start and better support with the practical aspects of his course.

STUDENT D approached the Advice Centre in March 2018 about repairs required to a washing machine in their rented flat. They were unhappy with their tenancy and wished to leave. On discussing their situation, the advice worker discovered they had been given an old-style tenancy rather than the Private Residential Tenancy they should have had under new legislation. In addition, their tenancy deposit was not protected as required by law. The Advice Centre contacted the landlord and not only was able to have the washing machine repaired, but also obtained the correct type of tenancy agreement and had the student's deposit protected appropriately. This then allowed the student the freedom to end their tenancy with correct notice, and ensured the deposit was returned to them. The Advice Centre also managed to obtain a refund of excess rent in advance that the student had paid. The total financial gain was £1,990.

STUDENT E was caught in an examination by the invigilator with some hand-written notes, and a mobile phone in their pocket. The student was requested to attend a hearing with the Senate Assessors for Student Conduct.

The student approached the SRC Advice Centre for support and we helped the student to prepare their statement and accompanied them to the hearing. The student was not able to show any specific extenuating factors to explain the presence of the notes or the phone.

The Senate Assessors decided that the student had broken the Code of Student Conduct very seriously by possessing prohibited items and awarded 'Credit Refused' for the entire course including the coursework. The penalty meant that the student was unable to progress to the Masters component of the programme and instead left the University with a Postgraduate Certificate.

The Advice Centre's ability to help in such a situation is limited to supporting the student to explain the situation as best they can, and to ensure they have a fair hearing. Unfortunately the Advice Team have seen a number of similar cases, and it seems that students are hearing 'on the grapevine' that the consequences will not be severe if they are caught. This is clearly not true as this case demonstrates.

STUDENT F was reported to Senate Office after an invigilator found a piece of paper with some handwritten notes on the floor near their desk in an exam. The student was requested to attend a hearing with the Senate Assessors for Student Conduct. The student went to the hearing unaccompanied and was awarded an 'H' for the exam with no opportunity to resit. The student then approached the SRC Advice Centre for support. When the Advice Centre questioned the student about the circumstances, it became apparent that there were some specific factors about the case which suggested that the piece of paper on the floor was entirely accidental. The Advice Centre helped the student prepare their appeal, by making these factors known and thus persuading the Student Conduct Committee that the notes could not have been used to the student's advantage.

The appeal was successful and the penalty was revoked by the appeal. Later the student graduated with their Masters degree.

STUDENT G felt bullied by her letting agent requiring entry to the flat for non-urgent matters during the exam diet. After some persistence in repeatedly contacting the letting agent, the Advice Centre managed to persuade them to be more flexible and rearrange access for after the exam diet.

STUDENT H had been contacted in error and asked to attend a conduct hearing about notes in an exam. The notes actually belonged to a different student. The student approached the Advice Centre feeling under considerable stress, as their ability to visit family overseas, graduate in the summer diet, and start their next course of study at another University were all at risk until the mix-up was sorted out. The Advice Centre contacted Senate Office to emphasise the urgency of the situation and the matter was resolved within a day. The student emailed to say "I just received my grade, and I passed my degree, now I can start my new course and plan. You are very kind people, very nice to meet you again thank you so much!!!"



ADDITIONAL SUPPORT WORK

CASE RECORDING & MONITORING

As mentioned previously we were required to source a new electronic case management system, as the software underpinning the database in use had become obsolete and impossible to update. We considered a number of options before deciding on an externally hosted system which could be customised to suit our needs. The new database came online in September 2017 and has been phased in for new cases as the old database is being phased out. A range of snagging issues has resulted in considerable time being taken up in liaising with the providers. Whilst some issues have been resolved there is likely to be ongoing discussion with the provider for the foreseeable future.

NEW & IMPROVED WEB RESOURCES

The advice team reviewed and updated its website information resources on the following topics:

[Fearless Flathunting](#)

[Sexual Violence Support and Resources](#)

[Essay-Writing Services](#)

(this was a new item, brought about after Senate Office had expressed concern about the prevalence of essay-writing services targeting students)

[Money, Taxes and Benefits, including "Benefits at the End of Your Course" factsheet](#)

[Working and Spending](#)

[Health and Safety](#)

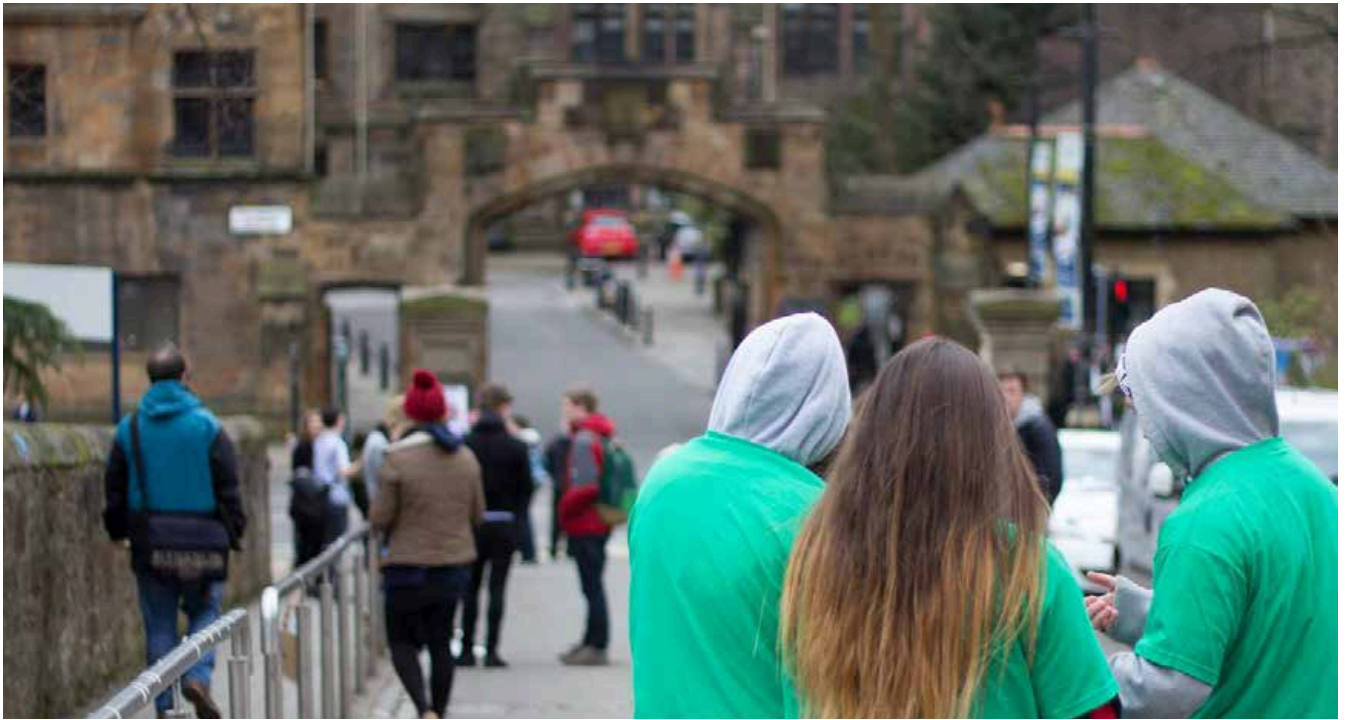
PROHIBITED ITEMS IN EXAMS POSTERS

We again refreshed and updated the posters in line with new Calendar rules, and in consultation with staff from Senate Office, the Invigilation Team, and the Senior Senate Assessor for Student Conduct. The posters are an eye-catching vivid yellow and the design aim was to make the message as clear and simple as possible. University janitorial staff put them up in and outside the exam venues. In addition, the Adam Smith Business School requested and were given multiple copies for use in their in-School exams. A second, smaller poster was designed and printed, emphasising the need to switch off mobile phones and put them in a bag. This was in response to the preponderance of conduct cases involving students who had forgotten to turn off their phone or to take it out of their pocket. These were distributed along with the larger poster.

Frustratingly, despite these measures, there continues to be a substantial number of students undergoing conduct procedures for having notes or a phone in an exam. The swingeing punishments imposed by Senate Assessors do not seem to be having a deterrent effect and more work needs to be done to understand the reasons for this and how to improve matters.

TENANCY RIGHTS AWARENESS TALKS

Our Advice Team continue to deliver talks and awareness raising sessions on issues affecting students and their rights; particularly around accommodation where students, especially international students, are regarded as an easy target for fraudulent landlords.



SERVICES, INFO & PUBLICATIONS

WELCOME POINT

The Welcome Point remains the key contact point for events such as Offer Holders' Day and Open Day. It is an ideal showpiece for new visitors to campus with our student staff team happy to engage and inform visitors. We open the space at weekends for University events such as Open Day as well as Freshers' Week and other events where appropriate. The Welcome Point handled 39,385 enquiries over the year, a rise of 12.5% on 34,969 the previous year. The space is also used for small exhibitions and displays, and is currently being used to display banners and models demonstrating the proposals for the new campus development.

SUCCESS INDICATOR:

- | Our 2015 strategy states: "We will work with the University to increase the number of 'campus visitor' Welcome Point enquiries by 5% per annum over the life of this plan".
- | We managed to go beyond the 5% indicator for the second year running.

SECOND HAND BOOKSHOP

GUSRC's second hand book trading facility contributes to the alleviation of student financial hardship through providing cheap course texts, whilst affording an opportunity for students to gain some financial return on texts which they no longer require. We continue to operate this service on a break-even basis. Bookshop sales revenue fell by 10% during the year; this is the second year sales have fallen, we suspect this is due to the amount of course material available online.

A total of 4912 books were sold over the year against 5336 in 2016/2017. Total estimated savings to students buying the second hand books would be around £21,168 against full price whilst those students selling books generated income of £31,944 from the sales. Total financial benefit to students using the service over the period is £53,112 (against £57,155 in 2017 and £65,343 in 2016).

PHOTOCOPYING, PRINTING & BINDING

GUSRC continues to offer high quality printing and photocopying facilities to all students at a considerably lower rate than commercial high street agencies, however the introduction of the University pull print service at comparable rates has impacted on demand over recent years.

Photocopying unit sales dropped by 4% to 110,013 against 114,000 units in the previous year. There is a significant downward trend with a 56% drop in sales over the last three years.

However, the service is still cost effective to deliver and is essential if we are to meet the burgeoning demand for our binding service which has enjoyed a 51% increase in sales over the last three years. Inevitably, digital innovations will continue to reduce demand for these services and we will keep the situation under review.

JOBSHOP

Jobshop is a free 'job and skills' matching service, provided to all students and employers. Employers contact GUSRC with employment opportunities which are then advertised to students through GUSRC's website.

GUSRC also produces information for students about their employment rights and joining trade unions in order to prevent/minimise employer exploitation.

Our employment rights booklet, 'Wage Slave or Winner' can be found at:

<https://www.glasgowstudent.net/advice/working-and-spending/employment-rights/>



PUBLICATIONS

STUDENT GUIDE

The Student Guide, produced by GUSRC, has long been seen as the key introductory document to life in Glasgow in general, and the University of Glasgow in particular. Produced to high quality print and design standards, normally 5,000 copies of The Guide are distributed directly to new undergraduate and postgraduate students as part of the registration process. Following a documentation review at the University's Retention Working Group the University offered to provide additional funding to enable us to distribute the guide more widely. This enabled the production of 9,000 copies, allowing distribution to all new students as well as advisors of study.

The Guide is not produced as a "throwaway" document. The high standard of presentation, quality of writing and range of information ensures that The Guide is kept and used as a reference book throughout the year. As with last year, we reviewed all aspects of The Guide, including design, content and structure in order to produce a stylish and up to date document which will hopefully serve as a useful introduction to life at the University and the city itself.

STUDENT DIARY

GUSRC again produced a diary targeted at first year students, with the aim of enhancing learning and contributing to student retention through:

- Encouraging time management, good learning practices and organisational skills
- Assisting integration and participation in a range of activities
- Highlighting the range of Support Services offered by the University and GUSRC
- Ensuring that students know who can help them with any issues
- Assisting students settling into the city and settling into the University environment
- Encouraging a sense of belonging

Although the diary undergoes an annual redesign, it retains the same format and includes similar (but updated) information.

FRESHERS' WEEK

GUSRC continues to carry the responsibility of co-coordinating and administering Freshers' Week, working with the University and facilitating linkages with the other student bodies. We have responsibility for the marketing and administration of the Freshers' Pass Programme as well as development, operation and maintenance of the wristband sales system.

Freshers' Pass sales for 2017 saw a small rise in full price ticket sales to 2741 a rise of 15 against 2726, therefore arresting the recent pattern of decline. Direct door sales generated additional income of £2,301, a reduction £1,080 against 2016's figure. The total income from the Freshers' Pass sales after top slice expenses was £88,598. Glasgow University Union and Queen Margaret Union each received an allocation £27,908. Glasgow University Sports Association and GUSRC each received £16,391. This percentage split is historical and has no particular rationale.

In recent years GUSRC have sought feedback on Fresher's Week through commissioning an independent evaluation; the full report can be accessed through our website. Responses in terms of value for money have stayed fairly consistent as the short extract below highlights:

"Value for money perceptions have stayed relatively steady over the past three years fluctuating between 68%-74% of respondents recording a positive statement. This year however those deeming the events poor value for money has increased from 25% to 32% ... However, over half of respondents who bought a Wristband (52%) would still recommend purchase to next year's Freshers."

PART THREE: VOLUNTEERING & COMMUNITY ENGAGEMENT

Contribute to a thriving campus life and individual personal development through provision of opportunities and activities which meet the intellectual, cultural and social needs of our members.



STUDENT VOLUNTEER SUPPORT SERVICE

VOLUNTEERING

GUSRC is the lead organisation for progressing and supporting extracurricular activity at UofG, as highlighted in the latest UofG Outcome Agreement.

"In partnership with the SRC and student services, we are increasing engagement with extracurricular activities through societies, volunteering, internships, enterprise, to promote skills development".

GUSRC's contribution to students' personal development is significant with an uptake of almost 3,500 volunteering opportunities delivered under our auspices. Our volunteering opportunities are wide ranging, both on and off campus. From our student media teams, to those who volunteer in the local communities, our class representatives, council members and our societies' office bearers, there are many students who freely give up their time to benefit others.

The Student Volunteer Support Service (SVSS) continues to provide students at UofG with the opportunity to develop new skills and gain experience through volunteering opportunities in communities throughout Glasgow. Through this service alone we recorded 782 volunteers. We are currently investigating the purchase of a bespoke volunteer tracking and recording system which we anticipate having in place by the beginning of the second semester.

FUNDING AND SUPPORT

The work of SVSS has been somewhat constrained by the limited resources we have historically been able to allocate towards its work. We are delighted that the University, emphasising its own commitment to Active Citizenship, has enabled us to increase the funding allocated to our volunteer support activity in the coming year.

PROTECTION OF VULNERABLE GROUPS (PVG)

Volunteers who wish to take part in projects which see them regularly working with children or protected adults, are required to undergo a "disclosure" process through the Protection of Vulnerable Groups (PVG) scheme. This system is complex and expensive. SVSS provides such groups with a free PVG service, advising on compliance matters and liaising with Central Registered Body for Scotland (CRBS) to secure free access to the scheme for students involved in each project (otherwise costs are £59 per individual and £18 per update).

New guidance has enabled us to reduce the obligation on groups that we support in terms of the frequency of PVGs required. Over the year our PVG processing resulted in savings to students of £2,800.



SERVICE PROMOTION

We again organised a stand-alone “volunteer information session” during Fresher’s Fair, and attracted a group of approximately 100 first year students to hear the experiences of existing volunteers and receive information about options available.

VOLUNTEER WEEK

In February we ran a UofG Volunteer Week with the aim of promoting volunteering and GUSRC’s offer. Events included a “kiss of life” training event organised with St Andrews First Aid, a Salsa4Water dance class, as well as a volunteering fair with many of our partner charities taking up the offer of a stall to promote volunteering opportunities. The fair was held twice and ticketed via Eventbrite. It sold out both times and we hope to hold additional events such as these in the coming year.

HIGHER EDUCATION ACHIEVEMENT REPORT

The Higher Education Achievement Report (HEAR) allows students who engage in certain extracurricular activities to have their participation recorded on their academic record.

For several years we have been lobbying the University to revise the existing cumbersome and opaque HEAR recognition process. The current system can be inconsistent in terms of those who receive recognition and those who don’t. Many UofG students volunteer with no recognition or acknowledgment of their work. There would be considerable gains to both the University and the individuals were we to have a more consistent recognition system and effective mechanisms in place to track the real levels of volunteering.

VCS AWARDS

Our Volunteer, Clubs and Societies’ (VCS) awards are held annually with the aim of promoting volunteering and celebrating the many UofG student volunteers who work on campus and in the local communities to make people’s lives better. Once again the event was held in the University’s prestigious Kelvin Gallery and attended by many of the University’s Senior Management Group, several of whom presented awards.

Engagement with the awards was high with over 350 nominations being submitted. It was clear that the successful nominees placed great value on the awards with emotional and heartfelt speeches on the evening of the awards.

The heightened profile and investment in the VCS awards reflects our aspirations to further develop the profile of volunteering amongst our students and increase the numbers engaging in volunteering whether it be as office bearers of clubs/societies, class representatives, or volunteering in the community.

DUMFRIES CAMPUS

GUSRC provides support and training to registered University of Glasgow students based on the Crichton Campus in Dumfries. GUSRC employs an administrator, based at Crichton, who has responsibility for supporting Crichton students in developing extracurricular activities for the local student populace, in order to enhance and enrich the cultural and educational experience on the Dumfries Campus.



VOLUNTEERING EXAMPLES

DEAR GREEN FLOWER FARM

The Dear Green Flower Farm, the UK's first urban flower farm - a community enterprise - specialising in the production and sale of heritage Scottish plants, cut flowers and foliage to commercial florists and the general public in and around Glasgow. They work with students, asylum seekers, and refugees etc. to enhance the appearance of gap sites around Glasgow. This opportunity is seasonal as most of the activities take place outdoors. Many of the students sign up for this project are looking for a flexible option focussed around task based activities, and which does not require lengthy PVG and induction training. The project remains popular with 37 volunteers participating this year.

YOUNG PEOPLE

We continue to offer a range of opportunities to work with young people including YCSA (Youth Community Support Agency) - provides students with an opportunity to engage those young people deemed 'hard to reach', at risk of social exclusion and on the fringes of society, and Big Noise Govanhill where volunteers work with young people to teach them to play and enjoy music.

CHARITY SHOPS

We continue to offer a range of local charity shop volunteering opportunities including, Oxfam, Shelter, Save the Children, and Age Scotland. These opportunities are particularly attractive to students who are seeking to build their skills and confidence in spoken English.

CONVERSATIONAL ENGLISH

This service continues to be in high demand, and in the year 2017/2018 we matched 120 people seeking help to improve their conversational English with another student. Feedback from students has shown that many people become long term friends and students who are helping someone improve their English often learn just as much about their partner's language, culture and home country.

BEFRIENDING

We continue to offer befriending type opportunities which include working with people with disabilities (Sense Scotland and Cornerstone), those in recovery from health problems (MacMillan Cancer Care/Chest Heart and Stroke Scotland, LGBT Health, Phoenix Futures), older people (Alzheimer Scotland, Food Train, Meal Makers), and young people (Plusone).

These options involve lengthy processing time via the partner organisations, with interviews, PVG, references and training before any matching takes place, however there were still over 100 students volunteering under this category.

Befriending is not an option suited to everyone; barriers include the processing time mentioned above, possible lack of fluency in spoken English, and inability to sustain a regular meeting time due to changing schedules. All students volunteering under this category are therefore required to meet with the SVSS coordinator before being accepted on to a befriending scheme.

GLASGOW UNIVERSITY SERVICE TO HOMELESS PEOPLE (GUSH)

This still proves to be a highly popular project and is a great way for students less fluent in English to be involved in a task based activity where they can work alongside native English speakers who can assist them to overcome any language issues.

This year 187 students registered to volunteer with GUSH, and we managed to maintain 100% coverage, including during the summer months when many student volunteers either leave Glasgow for holidays or graduate.



UofG TOURS

The tours provide an opportunity for University of Glasgow Students to work as tour guides, develop their communication skills and share their pride in the University with visitors from around the world. We continue to promote the tours through local guidebooks and websites such as Visit Scotland, though feedback suggests a considerable percentage of visits are spontaneous, in response to campus based promotional material.

To build on last year's pilot of extending the tours from four days to six days per week, we extended provision further through introducing a morning tour each day, thus increasing provision from six to twelve tours per week, between April and October. We also invested in a re-branding exercise, with the introduction of a new website and publicity material.

This work appears worthwhile with an increase in tour participants to 2,679 for the year, against 2,422 in the previous year and 1,605 the year before. This year's figures only reflect three months of the morning tours in the current financial year. We anticipate the impact to be more evident once we have an opportunity to analyse a full year's figures.

We encourage tour participants to leave feedback which is generally very positive. Less positive comments generally relate to disappointment at the lack of access to internal spaces of the University. Current University space usage levels mean it isn't possible to access areas such as the historic Bute Hall at the moment. As part of our rebranding we revised the text in our marketing materials to be more explicit that our tours are external in the hope that managing expectations will reduce any negative comments.



CLUBS & SOCIETIES

Clubs and societies are a key element of the student experience. The Clubs affiliating to GUSRC for 2017/2018 totalled 291, close to last year's 318. Total student membership of affiliated clubs and societies was 14,900, a slight reduction on last year's 15,500. Affiliated clubs and societies continued to benefit from advice and support on issues as diverse as governance, constitutional frameworks, charity registration, risk assessments, publicity, and event management. GUSRC continues to provide free minibuses to facilitate trips in the UK and travel to conferences and meetings, as well as free room hire, photocopying and IT access.

We continue to review and improve clubs and societies induction sessions, which help to strengthen the links between clubs and societies and GUSRC, encouraging dialogue and mutual support throughout the year.

GUSRC notifies all eligible office bearers about HEAR, collects completed forms and updates student records accordingly. This year 440 office bearers applied to have this activity recorded in their HEAR, a small fall on last year's 452.

Clubs and societies remain an integral part of the GUSRC Freshers' Week with 196 stalls allocated to clubs and societies each day of Freshers' Fair, a considerable increase on last year's figure of 148. Our grant allocation system seeks to balance accountability with ease of access. Clubs and societies are required to advise on potential outcomes that grant funding will enable them to achieve, and to make a verbal presentation to the members of the Clubs & Societies Committee. The system is one tier and straightforward and there has been a year on year upsurge in applications from clubs.



STUDENT MEDIA

GUSRC continues to support a range of student media, attracting around 500 volunteers per annum and providing a host of personal development opportunities whilst promoting student engagement and encouraging discourse and debate.

THE GLASGOW GUARDIAN

The Glasgow Guardian published 6 issues of 32 pages over the year, with a print run of 3000. The paper is entirely volunteer run, with over 200 volunteers involved in its development and production over the year. Volunteer roles included editors, writers, photographers, illustrators, social media staff, and advertising and business staff. Social media output and online readership is continuing to build and develop.

GLASGOW UNIVERSITY STUDENT TELEVISION

2017/18 was a successful, if not challenging year for Glasgow University Student Television (GUST). The station enjoyed a large intake of new and enthusiastic members.

Unfortunately the quality of some GUST productions has begun to suffer through repeated failures of some of its equipment, much of which is showing signs of age. This manifested itself most significantly during GUST's preparation of submissions to the annual National Student Television Association (NaSTA) Awards, where, as a result of equipment failure they were late in submitting and therefore disqualified from entering some categories.

Despite the aforementioned challenges, GUST was awarded Highly Commended in 3 categories at the NaSTA Awards: Best Freshers' Coverage, Best Writing, and Best On-Screen Personality.

During the year GUST continued its successful partnership with the student television station based at University of Leeds (LSTV) by writing, producing and editing a short comedy for which they were jointly awarded Highly Commended Best Writing. GUST also continued its partnerships with various bodies within University of Glasgow, producing videos with SRC, Adam Smith Business School and Uni Boob team.

Overall, our members had an enjoyable year, and we were pleased to welcome our new members and look forward to seeing what they will produce next. In the coming year it is our intention to discuss with GUST, the required contribution to ensure their equipment is fit for purpose.

GLASGOW UNIVERSITY MAGAZINE

Glasgow University Magazine (GUM) is the oldest student publication in Scotland and offers a mix of fashion, art and politics. Over the year three issues were produced with a circulation of 3,000 distributed at the University and throughout the West End.

Each issue of GUM is developed through weekly meetings, online discussions, and monthly workshops to enable optimal contributor engagement. A launch was held for every published issue in locations around Glasgow which corresponded with each issue's theme. The three issues were as follows: 'Zeitgeist' (Autumn 2017), 'Identity' (Winter 2017), and 'Degeneration' (Spring 2018). The increase in online articles ensured online support for GUM increased considerably, with following tripling across platforms. The, still relatively new, creative writing section has now gained great popularity across campus, with corresponding workshops and activities. The design of GUM was also modernised and changed to make for an even more enticing and exciting read. The quality of the product was reflected in the win of Best Design at the UK wide SPA awards for 2018.

SUBCITY RADIO

Subcity Radio is GUSRC's student-led radio station, broadcasting from Glasgow to the world via the subcity.org website. The station is known for its community, inviting not only students, but those out-with the GU student bubble, to be part of its infrastructure.

Subcity Radio continues to grow and expand, boasting over 100 shows broadcast at various times ranging from 8am until midnight, 7 days a week. Subcity has also made a concerted effort to engage and promote those from the LGBTQ+ community, with shows such as Queer Creative represented on the station.

The station continues to fund itself through successful events, mainly in The Art School. A sell-out Freshers' Week collaboration with Hill 52 Radio set the stage for the rest of the year, with record-breaking attendances. All parties are sound-tracked by DJs from the station, and often for them it is the first time playing to an audience.

Whilst the key object of the events is to generate revenue, many student volunteers develop a range of skills through active participation in organising the events. Each event required the team to book the venue, manage a PR campaign (designing promotional material, video editing, flyering students, online promotion), and secure sponsorship.



**PART FIVE:
POSTWORD
& FINANCE**



POSTWORD

Last year was a fantastic year for GUSRC, from expanding our peer-led training initiatives, to raising the profile of our Volunteering, Clubs and Societies Awards, to the creation of the new Student Experience Committee; I hope you'll agree we've made great progress in each of our strategic aims. We continue to take pride in our position as the independent student voice at the University of Glasgow, and providing effective representation, support and opportunities for our students remains at the heart of all that we do.

Through our representative structures we continue to amplify the student voice across all areas of the University, and we remain instrumental in affecting policy change that has a tangible impact on the day-to-day life of our students. Our work is not without its difficulties, however, and our ever-expanding student numbers, the uncertainty surrounding Brexit and developments in the external political landscape endure as significant challenges.

Over the next year we will invest in our Student Volunteering Support Service to develop and innovate the opportunities we offer to students. We will continue to prioritise student support; working with our Advice Centre to highlight key areas for policy development and we remain committed to actively identifying

opportunities to engage with under-represented groups of students to ensure we reflect the range of voices within our diverse student population. Moving forward as an organisation we must continue to be agile, evolving with our student community and remaining responsive as needs change and new opportunities present themselves.

Each year our Annual Report provides an excellent opportunity to not only share our work, but to reflect upon the progress we've made as an organisation. It also serves as a vital tool in identifying new areas for us to develop and I look forward to what is yet to come. I am incredibly excited for the year ahead, and feel immensely fortunate to be leading GUSRC through what I know will be a year filled with opportunities to not only enhance, but transform the student experience at the University of Glasgow.

L. McDougall

*Lauren McDougall
GUSRC President 2018/19*

STATEMENT OF FINANCE ACTIVITIES FOR THE YEAR ENDED 30 JUNE 2018

UNRESTRICTED

	GENERAL FUNDS (£)	DESIGNATED FUNDS (£)	2018 TOTAL (£)	2017 TOTAL (£)
INCOME:				
DONATIONS AND LEGACIES	610,316	-	610,316	596,216
OTHER TRADING ACTIVITIES	65,001	-	65,001	53,080
INVESTMENTS	4,796	-	4,796	4,801
CHARITABLE ACTIVITIES	215,127	14,259	229,386	264,139
TOTAL INCOME AND ENDOWMENTS	895,240	14,259	909,499	918,236
EXPENDITURE:				
RAISING FUNDS	13,710	-	13,710	15,937
CHARITABLE ACTIVITIES	881,137	9,832	890,969	879,048
TOTAL EXPENDITURE	894,847	9,832	904,679	894,985
NET MOVEMENT IN FUNDS	393	4,427	4,820	23,251
RECONCILIATION OF FUNDS:				
<i>TOTAL FUNDS BROUGHT FORWARD AT 1ST JULY 2017</i>	432,222	-	432,222	408,971
TOTAL FUNDS CARRIED FORWARD AT 30TH JUNE 2018	432,615	4,427	437,042	432,222

NOTES

GUSRC recorded a surplus this year of £4,820 (2017 – £23,251).

Our main source of income continues to be University grant funding. In the year to 30th June 2018 a block grant of £610,316 was received, a 2% uplift on funds received in 2017. This represents 67% of total income (2017- 65%). An additional £27,000 is included under this heading representing the University's notional building rental charge.

Reserves at 30th June 2018 stand at £437,042 (2017 - £432,222). It is the policy of the organisation to maintain free reserves at a level sufficient to maintain current services and activities for a 6 month period and meet all contractual liabilities in the event of a sudden and severe reduction in revenue.

PROJECT MANGEMENT & COPY

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DESIGN, LAYOUT & EDIT

James Small

ADDITIONAL COPY

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THE UNIVERSITY OF GLASGOW STUDENTS' REPRESENTATIVE COUNCIL
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