



UNIVERSITY OF GLASGOW
STUDENTS' REPRESENTATIVE COUNCIL

Annual Review 2025-26

Year in Numbers





Highlights

In this report, you will read about:

Challenging Student Debt Collection Practices

Advice Centre casework trends analysis highlighted serious and recurring concerns about the **University's approach to student debt collection** including students being wrongly pursued for payment, receiving abrupt or unsympathetic communications, threatened with debt collectors after one week, and facing escalation deadlines that were shorter than the University's own response times.

We argued that the current approach was causing avoidable distress, particularly for students already experiencing financial pressure, and was inconsistent with the University's wider commitments to compassionate communication. Following SRC intervention, a university sub-group has now been established to review the culture, practice and overall approach to student debt collection by the University.

Page 10,
Campaigns & Influence

Levelling The Playing Field For UESTC Students

When more than 30 UESTC students contacted the Advice Centre after their Good Cause applications were rejected without clear reasons, the SRC challenged a **serious failure in local academic process**. We escalated the issue to the University and submitted evidence showing that students had been left without fair explanations or clear routes to resolution. A subsequent review confirmed that UESTC had not followed correct procedures. Affected applications were retrospectively upheld, with recommendations for staff training and clearer guidance.

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Campaigns & Influence



Hainan Campus, UESTC



International Festival

Two Years of the Community and Inclusion Project

The Community and Inclusion Project has significantly **increased the SRC's capacity to support inclusive, student-led activity** across campus. Over two years, it has strengthened collaboration with clubs and societies, expanded cultural, social and faith-based programming, improved support for student leaders and helped embed belonging, equity and connection across the SRC's core work.

Page 14,
Community & Belonging

Class Reps – Partnership In Action

The Class Rep system remains one of the University's strongest routes for student voice. **1,485 Class Representatives registered**, with 960 trained by the SRC this year. Through the role, students raise issues, conduct discussions with staff and help turn feedback into practical change. It also gives students clear personal and professional benefits. In our annual independent survey, 91% said it helped them develop career-related skills, while 74% reported that action had been taken or agreed on issues they raised.

[Page 8, Representation](#)



Class Rep Conference



Grant-funded Iftar Event

Access To Space For Student-Led Activity

We commissioned 'Access to Space', a **detailed review of room booking procedures** across the University estate. The report was highly critical of the University's failures and confirmed what student groups have been saying for years: the current system is not working. This is deeply frustrating for students who are trying to build community, run events and contribute to campus life. The University now needs a fairer, clearer and more accessible space booking system that properly recognises the scale and value of student-led activity. The SEC has discussed the report and agreed that these issues need to be addressed and a working group established to address and resolve issues highlighted in the report.

[Page 26, Clubs & Societies](#)

Student Volunteering

Student volunteering continued to grow in scale and impact. By early June, more than **4,513 active volunteers had recorded over 116,600 hours, with 150 opportunities advertised** across the year. Through campus partnerships, community projects, Student Volunteering Week and the Volunteering and Social Justice Festival, students supported organisations across Glasgow while building confidence, skills and connections.

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The Conservation Volunteers

Foreword

Welcome to the University of Glasgow Students' Representative Council (GUSRC) Annual Review for 2025-26. In this report, you will find an overview of the many initiatives we have undertaken, both independently and in partnership with the University. We're pleased to share the highlights of our work and impact.

As the sole representative student organisation at the University of Glasgow, we are uniquely positioned to effect direct and tangible change for and on behalf of students. Our 2022 to 2027 Strategic Plan is organised around three key themes: **Representation**, **Support & Wellbeing**, and **Student Opportunities & Community Engagement**. The aims within each of these themes shape and drive everything we do, and while new initiatives emerge each year, shaped by the vision of elected sabbatical officers and the wider context of student life, they provide the framework through which we anticipate, advocate for and advance the interests of our students.

At the heart of our representative work is a simple principle: that the student experience must be shaped by students, not simply designed for them. This year's work included training and supporting almost 1,000 Class Reps; playing an active role in the QAA Targeted Peer Review and the University's response through Project Compass, contributing student evidence and advocating for fair, accessible academic processes; and using insight from our Advice Centre casework to raise and evidence concerns around Student Collections and UESTC Good Cause decisions, securing further review and agreement to work toward fairer outcomes for our students. Further detail on these and many other areas of representative activity can be found throughout this report.

This year also saw the University launch Glasgow 2036, its new ten-year strategy, with a clear ambition to deliver a sector-leading educational and student experience that is inclusive, challenging and nurturing, and that equips students to thrive in their studies and beyond. We welcome that ambition and look forward to working in partnership

with the University to help realise it. As ever, our focus is on ensuring that strategic vision translates into meaningful, positive change in the day-to-day experience of students.

Alongside this influencing work, we have continued to strengthen community, belonging, activity and engagement across campus. Now in its second year, the Community and Inclusion Project has helped build capacity across student-led activity, particularly among clubs, societies and student leaders, enabling more ambitious and accessible events, stronger cultural, social and faith-based programming, and more coordinated support for communities that can face barriers to participation. This work runs throughout the report, from Welcome activity and volunteering to major campaigns including Black History Month, Disability History Month, the International Festival and Together Against GBV.

We also continued to challenge practical barriers to campus engagement, most notably through our 'Access to Space' research, which used evidence from clubs and societies to show how availability, cost, accessibility, catering restrictions, unclear and inconsistent booking processes affect student-led activity.

Everything we have achieved this year is thanks to the dedication of our student representatives and staff team, whose commitment to improving the student experience is resolute. We also thank the University and our external partners for their continued collaboration and support. As the University marked its 575th anniversary, the SRC also marked **140 years of representing students at Glasgow**. We are a unique organisation on campus, established to give students a voice in the life and direction of the University. That founding purpose remains central to our work as we respond to the changing needs of students today.



Duncan Calvert
SRC President 2025-26



Bob Hay
Chief Executive

About Us

PURPOSE

GUSRC exists to be the independent student voice at the University of Glasgow.

MISSION

GUSRC's mission, as stated in the 2022-2027 strategic plan is:

“To provide effective representation, wellbeing support and opportunities for participation and development on behalf of students at the University of Glasgow.”

VISION

GUSRC's vision is:

“An independent, democratic, student-led and effective SRC, which engages well with the student population and exhibits a supportive, collaborative, inclusive and sustainable approach to the way it goes about its activities.”

AIMS

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

Representation

Being the voice of students within the University and elsewhere.

Support & Wellbeing

Supporting student wellbeing in relation to academic issues and non-academic areas such as finance, housing, and other matters that may directly or indirectly impact on the mental wellbeing of our students.

Student Opportunities and Community Engagement

Enhancing students' experience of university, their personal and professional development, and their opportunity to contribute to wider society.



Duncan Calvert – SRC President (2025–26)



Bob Hay – Chief Executive



The McIntyre Building

Representation

Elections

GUSRC runs two sets of elections annually. The Spring elections include the most senior positions of SRC President, VP Student Support, VP Education and VP Student Activities, all of which are full-time salaried (sabbatical) positions.

Our voter turnout in the Autumn 2025 elections was **2,425** students who cast 3,683 votes. Our voter turnout in the Spring 2026 elections was **2,122** students who cast 8,764 votes. We continue to review turnout with a view to deploying new strategies for increased future participation.

The elected officers for 2026–27 are:

- President: Molly Corbett
- VP Education: Ben Jones
- VP Student Activities: Natasha Pooley
- VP Student Support: Hannah Watters



L-R: Natasha, Molly, Ben, Hannah

Class Reps

GUSRC's representative structures extend well beyond the elected members of SRC Council. Each year, Class Reps play a vital role in ensuring that student voice is heard at course, School and College level, helping students raise issues, shape improvements and contribute to the wider GUSRC community.

STUDENT PARTNERSHIP AT SCALE

As the University launches Glasgow 2036, with its focus on partnership, global community and preparing students for the future, the SRC's Class Representative system provides a practical example of that strategy already in action. It supports student partnership at scale, while giving students direct experience in communication, advocacy, leadership and problem-solving.

During 2025–26, over **1,485 Class Reps** were registered across the University, with **960 trained** by the SRC. Through our latest Class Rep survey, we found that the role continues to be one of the University's most effective routes for student partnership and skills development.

The Class Rep community also reflects the increasingly global character of the University. International students made up 38% of survey respondents, almost matching the proportion of Scottish students at 41%. For students from across the world, the role offers a structured way to influence their learning experience, build

confidence, connect with staff and peers, and develop a stronger sense of belonging within the University.

SKILLS & EMPLOYABILITY

The employability benefits are particularly strong. Overall, 91% of respondents agreed that being a Class Rep helped them develop skills valuable for their future career, while 82% said they would recommend the role to other students as a way to enhance their employability. The most commonly reported skills were communication and listening, reported by 74% of respondents, and confidence in professional settings, reported by 69%.

Amongst the report's conclusions were that:

"Skills and Development is the area where the data is most consistently and emphatically positive. The overwhelming majority of Class Reps agree the role has helped them develop skills valuable for their future career. Most would recommend it to others. Communication, confidence, and the ability to gather and analyse feedback are the skills most frequently cited, and these are precisely the skills employers value. The Class Rep role is, for most students who take it on, a genuine career development opportunity."

Class Reps do not develop these skills in theory. They develop them by listening to classmates, gathering and analysing feedback, identifying shared concerns, raising issues constructively with staff, and helping improve the student learning experience.

IMPACT THROUGH SSLCs

This year, 79% of respondents said it was easy to raise issues at Staff-Student Liaison Committee (SSLC) meetings, while 74% reported that action had been taken or agreed on issues they raised. This shows that, at its best, the Class Rep system does more than provide a route for consultation. It enables students to identify shared concerns, bring them into formal University structures and contribute to practical improvements in the learning experience.

STUDENT REFLECTIONS

Students' reflections on the role were strongly positive, with around two-thirds of open-ended comments giving favourable feedback and a further 9% offering mixed but broadly appreciative responses. Reps described the role as supporting personal growth, strengthening relationships with peers and staff, and giving them a genuine sense of contribution.

Responses to this year's survey included:

"I find it incredibly rewarding to be able to feel as if I am making positive change for my fellow peers and making sure everyone's voice is heard."

"It allowed me to act as a clear bridge between classmates and staff, collect structured feedback, and contribute to practical improvements. I have developed stronger communication, negotiation, and organisational skills, and gained confidence in advocating for peers."

"It meant I spoke to a lot more of my peers than I ever had and also got in contact with a wider range of staff, so I feel I have more knowledge of the possibilities of my subject."

"I thought I was not cut out for it as someone who struggled with social anxiety, but it is like the role chose me. With time I started performing in ways I never imagined."



STRENGTHENING THE SYSTEM

There are still areas for improvement. Over a third of Class Reps became representatives because they were the only volunteer, and only 26% were elected by their class. This highlights the need to keep improving visibility, role clarity and promotion.

The survey also showed continuing challenges around gathering feedback from classmates, maintaining regular contact with Class Reps after training, and ensuring students hear what happened after issues were raised. We will continue to work with the University to strengthen the Class Rep system, improve feedback loops and ensure student voice leads to visible change.

The evidence from this year is clear: Class Reps strengthen representation, support belonging, and help students develop the confidence, communication and leadership skills they need beyond university.

NETWORKING & LEARNING

In March 2026, GUSRC hosted its annual Class Rep Conference, with strong turnout from representatives across the University. Sessions explored effective representation, student support, AI in learning and assessment, and staff-student partnership. Feedback was highly positive, with attendees particularly valuing the opportunity to meet other Class Reps, share experiences and discuss common challenges. Respondents rated the event especially highly for being welcoming, reflecting its value as a space for connection, learning and peer support.



Representation

Campaigns & Influence

QAA TARGETED PEER REVIEW & PROJECT COMPASS

Following a concern raised under the Scottish Quality Concerns Scheme, QAA Scotland carried out a Targeted Peer Review (TPR) of the University, focusing on the maintenance of academic standards and potential systemic issues in assessment regulations.

The SRC played an active role throughout the process. Student representatives and SRC staff were interviewed by the QAA panel, providing evidence on students' experiences of assessment, academic regulations and related support processes. This helped ensure that student perspectives were reflected in the external review and built on our existing engagement with the University's internal policy review.

We also played a direct role in shaping reforms linked to Project Compass, both before and after publication of the review. This included contributing to changes in assessment policy, academic regulations, Extenuating Circumstances and wider student support processes. Through our representation on Academic Standards Committee, Academic Regulations Committee and Senate, we continued to press for changes that are fair, accessible and in students' interests.

The University's TPR Action Plan was co-signed by the Principal and SRC President, underlining the importance of student

partnership in responding to the review and reforming key areas of the academic student experience. We will continue to engage constructively with the University as the QAA recommendations are implemented, with a focus on ensuring assessment processes are fair, accessible and give students a proper opportunity to succeed.

GROUP WORK ASSESSMENTS

We identified concerns about how group work assessments are managed when unforeseen issues arise within a group. These included conflict between students, allegations of academic misconduct involving one or more group members, or a student within the group submitting an Extenuating Circumstances application. In each of these situations, other students in the group may be unfairly penalised through circumstances outside their control.

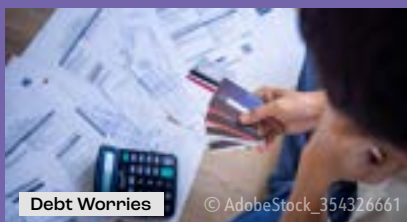
We submitted a paper to the University's Academic Standards Committee setting out these concerns and recommending changes to the Code of Assessment, supported by clearer guidance for staff and students on peer marking. The Committee supported the recommendations, which will now progress to the Learning and Teaching Committee.

STUDENT DEBT COLLECTION & THE STUDENT EXPERIENCE

Student debt collection became one of the clearest examples this year of how an administrative process can quickly become a student wellbeing issue.

With over 150 students approaching the Advice Centre due to issues with the Student Collections Team (SCT) since November 2024, casework trends highlighted recurring issues with SCT's approach. In particular the accuracy, timing and tone of their communications. Students were pursued despite having provided valid funding information, while others received reminders, final notices or threats to refer to debt collection agencies while still waiting for the University to respond to their enquiry. In most cases, escalation deadlines were shorter than the University's own response times. Communications were also abrupt or transactional, even where students had disclosed financial hardship, family difficulties or other sensitive circumstances.

The impact was not limited to individual students. The Advice Centre was spending increasing time supporting students who were confused and distressed as a consequence of debt collection practice. It is likely that similar pressures were being experienced by other student-facing services. This created avoidable demand across the institution and raised wider wellbeing and reputational risks, particularly in the context of the QAA Targeted Peer Review, where student experience and institutional culture were under close scrutiny.



The SRC submitted a paper to the Student Experience Committee arguing for a more proportionate and student-centred approach. The paper highlighted the risk of framing students primarily as a compliance issue, rather than recognising that financial difficulty can also be a welfare concern. Following consideration of the paper, the Committee agreed with the SRC recommendation that a joint University/SRC working group should be established.

The agreed remit includes reviewing service standards within the Student Collections Team, realigning response times with escalation deadlines, reviewing student-facing communications, improving coordination between Finance, Registry and Wellbeing Services, and strengthening accountability through clearer reporting to the Student Experience Committee.

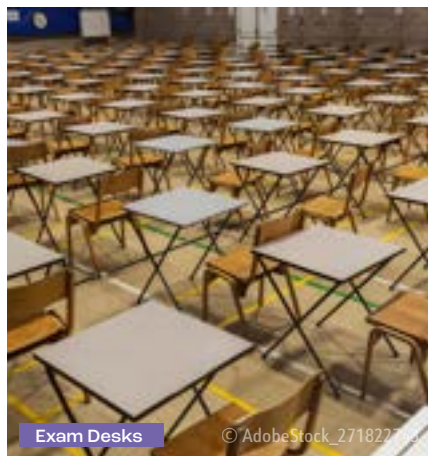
This work is ongoing, but the Committee's agreement represents an important recognition that debt collection is not only a financial process. We will continue to press for an approach that treats financial difficulty as a student wellbeing issue, not simply a compliance problem. Students should not be met first with threat, escalation and administrative rigidity, but with accurate information, timely responses and a fair route to resolution.

ACADEMIC APPEALS AND EXTENUATING CIRCUMSTANCES

We contributed to the review of the University's Academic Appeal regulations, focusing on students who experience medical or other adverse personal circumstances but, for good reason, do not notify the University before their results are published.

From 2026-27, these cases will instead be handled through the Extenuating Circumstances process, rather than requiring students to submit an academic appeal. This change, approved by Senate, should make the process quicker, more supportive and less burdensome for students.

Alongside this, we continued to provide evidence-led feedback on the University's wider Extenuating Circumstances process, including Stage 1 reconsideration, Delayed Assessment Permits, the planned "Unfit to Sit" process and the "Very Late" Extenuating Circumstances process. Our focus has been on ensuring that the regulations are student-centred, supportive, accessible and workable in practice.



UESTC GOOD CAUSE ISSUES

During July/August 2025, more than 30 students contacted the Advice Centre after University of Electronic Science and Technology of China (UESTC) rejected their Good Cause applications without clear explanation. Students were simply notified that their circumstances had not been accepted, with no meaningful reasons given and little clarity on how decisions had been reached.

We raised serious concerns with UESTC and submitted a paper to the University's Executive Director of Student and Academic Services. A subsequent review, commissioned with Academic Policy & Governance, confirmed that UESTC had not followed the correct Good Cause procedures.

The review recommended additional staff training, clearer guidance and the retrospective upholding of affected applications. Our intervention secured fairer outcomes for the students involved and exposed the need for stronger oversight of academic processes at Transnational Education (TNE) campuses, so that students are not disadvantaged by inconsistent or incorrect local practice.

Representation

ONLINE APPEAL FORM

Following concerns about inconsistent College-level processes, we worked with the University's Academic Policy & Governance department and IT team to develop a centralised online appeal form for use across the University.

The form was developed and tested during Semester 1 and implemented in January 2026. Feedback from staff and students has been positive, and the University has confirmed its intention to move the Senate Appeal process to a similar online form from September 2026. This work has helped create a clearer and more consistent process for students navigating academic appeals.



COST OF LIVING ACTION GROUP

The SRC continued to press for meaningful action on student poverty through the Cost of Living Action Group (COLAG). However, despite clear evidence of the financial pressures facing students, the group delivered little tangible progress during the year. A University-wide survey on student financial pressures had been completed but did not translate into a clear action plan or visible support for students.

We raised concerns that student poverty was being treated as something that was external to the University, rather than an urgent issue requiring coordinated institutional action. COLAG has now been absorbed into the Student Experience Committee, and the SRC will continue to argue that cost of living pressures must remain a clear priority within that forum, with specific actions, ownership and accountability.



TNE CAMPUSES

Building on previous SRC engagement with the University's TNE campuses in Chengdu and Hainan, the SRC contributed to the University's first review of its Singapore Campus this year. As part of the review panel, we met with students, academic and professional staff, and University of Glasgow Singapore leadership, considering facilities, curriculum, external opportunities and student voice. As TNE provision grows, we will continue to advocate for students studying overseas to be represented and supported.

STUDENT VOICE WORKING GROUP

In addition to our class rep work, we continued to co-lead the Student Voice Working Group, working with the University to strengthen how students are involved in shaping their learning experience.

Following the approval of the Student Voice Framework in May 2026, our focus has been on preparation for implementation in the next academic year. The Framework supports a shift from consultation towards partnership and co-creation, helping to ensure Class Representatives are treated as equal partners in Staff-Student Liaison Committee meetings.

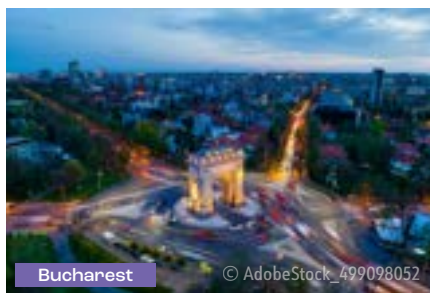
It also strengthens accountability by encouraging clearer action tracking, access to previous minutes and action logs and annual reporting from SSLCs. This helps Class Reps and students see how issues raised throughout the year have been followed up, making the impact of student voice more visible and meaningful.

ARTIFICIAL INTELLIGENCE (AI) IN ASSESSMENTS

Over the last academic year, we have identified an increasing number of students coming to our Advice Centre seeking support with the academic misconduct process. In particular, there has been a large increase in the number of students who have been accused of misuse of generative AI tools.

Many of these students were unaware of the University's rules and regulations around the use of AI and this further highlights the importance of the lobbying work we have undertaken this year to ensure the University publishes clear and accessible guidance to students on when they may and may not use AI in their academic work.

Aside from the above we have also created a new advice resource on AI which specifically covers how students can use this safely during their studies whilst ensuring they are not accused of breaching the Code of Student Conduct.



CIVIS

The CIVIS alliance continues to provide opportunities for collaboration with student representatives across Europe. This year, the SRC supported student-led projects through the CIVIS 'Creathon', won by Glasgow, and attended CIVIS Student Council meetings at the CIVIS Days conferences in Rome and Bucharest. Through this work, we continued to raise the profile of the University and share good practice in student voice across the CIVIS network.

LEARNING & TEACHING COMMITTEE (LTC) AWAY DAY

At the University's Learning and Teaching Committee Away Day in December 2025, the SRC led workshops on student voice structures and generative AI in learning and assessment. Discussions highlighted inconsistent feedback forums across the University, including variation in meeting structures, Class Rep support and how outcomes are reported to students.

HIGHER EDUCATION FUNDING

In advance of the 2026 Scottish Parliamentary Election, Universities Scotland commissioned a report into funding models for Scottish universities, with the aim of securing endorsement from all political parties represented in Holyrood post-election.

The SRC was invited to participate in the Future Funding Staff/Student Reference Group. This supplementary group was established alongside the main steering group to ensure robust representation for trade unions and non-NUS Scotland student unions throughout the project.

The final report is due for publication in Q4 of 2026. Moving forward, the SRC will continue to advocate for the sustainable funding of Scottish higher education institutions, ensuring that student experience and wellbeing remain at the heart of national funding discussions.



STUDENT TEACHING AWARDS

This year marked the 16th year of the Student Teaching Awards. Nominations reached over 900, reflecting students' continued enthusiasm for recognising staff who go above and beyond. The formal awards ceremony, held in Bute Hall, brought together nominees, colleagues, and students to celebrate this special anniversary in style.

STA Winners 2025–26:

- **Best Advisor of Studies**
Dr Ourania Varsou
- **Best College Teacher Arts & Humanities**
Dr Paula Redondo Juárez
- **Best College Teacher MVLS**
Dr Emma Foggo
- **Best College Teacher CoSE**
Dr Sean McGinty
- **Best College Teacher CoSS**
Dr Anupam Singh
- **Best Dissertation Supervisor**
Dr Susan Lindsay
- **Best Research Supervisor**
Professor Qammer H. Abbasi
- **Best Graduate Teaching Assistant**
Mr Elliot Napier
- **Best Student Representative**
Hannah McIntyre
- **Best Support Staff**
Miss Louise Walker
- **Best Practice in Inclusive Education**
Professor Bonnie Slade
- **Best Feedback**
Dr Wilhelmiina Toivo
- **Highly Innovative Teaching**
Dr Vladimir Maltsev
- **Outstanding Contribution to Teaching**
Mrs Fionnuala Johnson



Representation

Community & Belonging

In September 2024, the SRC launched the Community and Inclusion (CI) Project, a two-year pilot initiative funded through the Student Experience Strategy. Across 2024–26, the project has **significantly increased the SRC's capacity to deliver inclusive, student-led activity** and has become a major driver of our work to foster belonging, equity and connection across the student community.

This section highlights community-facing campaigns, events and activities delivered with and for key student groups during the second year of the project. Over the course of the pilot, the CI Project has helped the SRC move from delivering individual campaigns and events to supporting a broader, more coordinated programme of inclusion-focused activity. It has strengthened collaboration with clubs and societies, expanded cultural, social, faith-based and liberation-focused programming, improved support for student leaders and enabled more targeted work with student communities who can face additional barriers to participation.

The combination of additional staff capacity and increased grant funding for societies has strengthened our existing work to build social connection and enhance the campus experience. Grant reports submitted by clubs and societies provide valuable insight into the impact of this work, with societies reporting stronger membership, higher turnout, better visibility

and improved access for students who might otherwise have been priced out. They also described new cultural events, safer spaces for underrepresented students, stronger peer networks and more opportunities to build skills through workshops, conferences, performances and competitions.

Rather than operating as a standalone programme, the CI Project has become embedded across the SRC's core work. Its impact is reflected across this Annual Review, including in the **Clubs and Societies, Volunteering** and **Representation** sections, as well as through Welcome activity and the community-facing work explored here. As the two-year pilot reaches the end of its current funding period, the project is now under review, with its outcomes providing strong evidence of the value of sustained investment in student-led community and inclusion work.

The examples in this section are informed by attendance tracking, ticketing and demographic data, feedback forms, written comments, video interviews and testimonials from students and society representatives.



International Festival

INTERNATIONAL FESTIVAL

NEW FOR 2025–26

In March, the SRC launched its first International Festival, a new flagship celebration of the University's international and cultural student communities. Developed through the CI Project, the single-day festival brought together food, performance, creative activity, language exchange and games, creating a visible, high-energy space for intercultural exchange and student-led celebration.



Azerbaijan Society

The festival recorded around **800 attendees**, with strong engagement from international and postgraduate taught students. Activities included an International and Cultural Society Fair involving 25 clubs, club-led performances and taster sessions, Global Games, Language Café, Cultural Craft & Connect and Around the World in 80 Bites.

Feedback highlighted the festival's value in helping students feel seen, represented and connected, with food, performance and shared activity acting as natural starting points for conversation.

"We are especially grateful for SRC support during the International Festival, where help with technical arrangements and event coordination ensured that everything ran smoothly and allowed us to successfully showcase Azerbaijani culture to the wider university community."

– Narmin Aliyeva, Azerbaijan Society

BLACK HISTORY MONTH

In October 2025, the SRC continued to develop Black History Month as a major community and belonging campaign. This year's programme expanded to 14 events, a **27% increase in activity**, with events centred on Black student experience, cultural celebration and cross-community learning. Ticketed events showed strong engagement from international students, first-year students and postgraduate taught students, reflecting the campaign's role in helping students build connections early in their time at Glasgow. Feedback highlighted the value of events that created a sense of home, belonging and representation, while also opening up space for students from different backgrounds to connect through food, music, performance and conversation.

"From the moment I walked in, the smile just reminded me of home... it's great to find a community and to feel like, have a little bit of home here in Scotland."

- Event participant, African Caribbean Lunch



BHM Launch

TOGETHER AGAINST GBV

In 2025-26, the SRC further developed Together Against Gender-Based Violence as a major campaign built around the UN's 16 Days of Activism. The programme grew to 21 events, **the largest delivered to date**, with society-led events increasing from 9 to 16. Activity included Fight for the Night, placard-making, the Gender-Based Violence Vigil, creative fundraisers, panel discussions, consent workshops and specialist conversations on gender-based violence. Together, these events combined solidarity, education, fundraising and community-building, while strengthening the wider Fem Collab network of SRC-affiliated feminist societies.



Fight for the Night

DISABILITY HISTORY MONTH

In November 2025, the SRC continued to develop Disability History Month, more than doubling the programme from 5 to 11 events and **increasing attendance by 36%**. Students took part in a varied programme of student-led, collaborative and SRC-supported activity focused on awareness, accessibility, community and practical learning, with events rated an average of 4.8 out of 5 for enjoyment.

A significant part of the programme was the inclusive clubs workshop delivered with Birds of Paradise Theatre Company, which supported student leaders to think more practically about accessibility, participation and inclusive event delivery.

During the campaign, the SRC also published **World Changers Need Access: One Year On**, an open letter to the University Principal supported by 20 student societies. Following confirmation in 2024-25 that the University's annual accessibility budget had doubled from £250,000 to £500,000, the SRC received further detail this year on work including ramps, door automation, lift replacement, signage, sensory spaces and access information. This represents welcome progress, but student feedback continues to show that substantial barriers remain.

"Working with the SRC this past year has been pivotal to the running and growth of GUDSS. We have been supported to run large scale events across campus, and with the help of the SRC staff and access to the multitude of resources, we have been able to help more disabled students than ever."

- Mia Benjamin, Disabled Students' Society



'I Swear' Screening

Representation

INTERNATIONAL WOMEN'S WEEK

In March 2026, the SRC delivered its largest International Women's Week programme to date, with 22 events. This represented a 57% increase in activity and a 23% increase in attendance compared with the previous year, reflecting the continued growth of gender equality-focused activity across the student community.

The programme brought together creative, social, educational, wellbeing and fundraising events, with society-led activity forming a major part of the campaign. Feedback was highly positive, with students particularly valuing accessible, non-alcohol-centred spaces that supported conversation, community and connection.



'Reimagined Reads' Event

ASIAN AND ESEA STUDENT MIXERS

NEW FOR 2025-26

This year, we introduced two new mixer events for Asian and East and Southeast Asian students, creating dedicated spaces for students to meet others with shared cultural backgrounds and build community at key points in the year.

The Asian Student Mixer ran during Welcome Week in partnership with Peking Opera Society, K-Pop Society, British Asian Society and Indian Dance Association, bringing students together through food, performance and informal cultural exchange. This was followed by an East and Southeast Asian Mixer for Chinese/Lunar New Year, delivered with Peking Opera Society and catering from Peko Panda.

Together, the two events were particularly effective in engaging postgraduate and international students. Feedback highlighted the value of creating spaces where students could celebrate culture, meet new people and feel less isolated when arriving in Glasgow. One attendee said:

"I think it's connecting everyone of us, connecting us to different cultures and every person around here. It's a very good opportunity, especially as freshers, because some are very introvert in nature and they get to meet a lot of new people here."
- Attendee at Asian Student Mixer



Asian Mixer

LGBTQ+ HISTORY MONTH

During the year, the SRC continued to grow LGBTQ+ History Month, with events increasing by almost 40%. The programme brought together social, creative, educational and community-led activity, creating welcoming spaces for students to explore LGBTQ+ history, meet others and connect on campus.

A major new addition was Our History: LGBTQ+ Cabaret at The Hunterian, delivered in partnership with The Hunterian. Feedback highlighted the value of visible, joyful and accessible queer cultural activity, particularly for students new to Glasgow or seeking LGBTQ+ community.



Our History: LGBTQ+ Cabaret

TRANSGENDER DAY OF REMEMBRANCE

To mark Trans Day of Remembrance, the SRC supported GULGBTQ+ to hold a Memorial Vigil on campus, bringing 50 students together to honour trans lives lost to violence. The event offered a reflective space for collective mourning, solidarity and quiet community support, recognising the continuing impact of transphobia while creating a supportive environment for students to come together.

EXAM DE-STRESS

Over the course of the year, the SRC expanded its Exam De-stress activity across three key periods: Summer De-stress, Winter De-stress and Spring De-stress. Together, these completed programmes **delivered 102 events**, combining large-scale wellbeing activity with smaller, low-pressure opportunities for students to take a break, meet others and feel supported during intensive study periods.

SUMMER DE-STRESS

A major development this year was the introduction of Summer De-stress, designed to support students who remain on campus outside the traditional undergraduate term. The programme delivered 20 events between June and August, including regular goodie bag stalls, therapy dogs, accessible yoga and the 'Haste Ye Back' Postgrad Ceilidh.



The summer programme was especially successful in reaching postgraduate and international students. Demographic data from ticketed activity showed that postgraduate taught and research students made up over 90% of attendees, while international students accounted for 82%. This highlighted the value of extending de-stress provision beyond the main exam diets, particularly for postgraduate students completing dissertations or research over the summer.



WINTER & SPRING DE-STRESS

Winter De-stress provided a broad programme of festive, creative and wellbeing activity during the first semester assessment period, with 33 events. Activity included craft sessions, goodie bag stalls, Paws Against Stress, society-led events, festive trips and community activities, helping students access low-pressure support during a busy and often isolating point in the year. Feedback was extremely positive with us receiving a **rating of 4.9/5 for events being welcoming**.

Spring De-stress remained the largest de-stress programme, with 49 events. The programme balanced high-profile activity such as Alpacas on Campus, Paws Against Stress and the St Andrews trip with smaller craft, volunteering, society-led and outdoor events. Feedback was particularly strong, with Spring De-stress among the **highest-rated campaigns of the year for enjoyment and welcome 5/5**.

STUDENT REFUGEE DAY

This year, we continued to develop our work around refugee solidarity, moving from the previous year's Student Refugee Week model to a focused Student Refugee Day programme. Across five events, **attendance increased by 35%**, reflecting growing engagement with a campaign first introduced in 2024-25.



EARTH DAY NEW FOR 2025-26

In April 2026, the SRC supported its first Earth Day programme, introducing a small new strand of environmental and civic engagement activity. Delivered through student societies, the programme included a Bird Society field guide event and a West End litter pick with the Marine and Freshwater Biology Society, with 37 students taking part across the two events. We hope to build on this activity in future years, supporting more student-led opportunities around sustainability, community and local action.



Support & Wellbeing

The Advice Centre

GUSRC's Advice Centre provides high-quality, impartial advice and advocacy on a range of welfare and academic issues to students and prospective students at the University. The Advice Centre also plays a key role in informing and legitimising our policy development and campaigning work.

During the year, the Advice Team dealt with **2,391 cases** (for comparison, in the same period for the previous year the Advice Team dealt with 2,280 cases). An increase of just under 5% from the previous year.

Throughout the year the Advice Team have offered a same-day face-to-face drop in and appointment service along with telephone advice whilst continuing to offer advice via email and online video conferencing.



The Advice Centre

CLIENT CONTACT

217,604 minutes were spent in direct contact with clients during the year, which is an increase of just under 2% from the 2024-25 annual figure of 213,643 minutes. This highlights the increasing complexity of cases where the Advice Team are assisting students.

This year's contact time with students included:

- **96,415** (93,552)¹ minutes of email correspondence
- **5,115** (4,065) minutes of telephone calls
- **5,608** (5,390) minutes of online meetings
- **20,535** (19,920) minutes of in-person meetings

A further **89,931** (90,716) minutes were spent on non-contact casework (e.g. researching information for clients, contact with third parties on clients' behalf and so on).

STUDENT ORIGIN

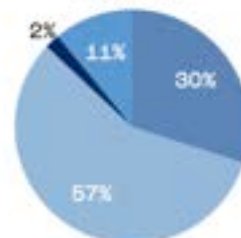
Scottish domiciled students were **30%** (27%) of those clients[†]; international students **57%** (59%); EU students **2%** (3%); rUK students **11%** (11%). These figures should be treated with caution as just over half of our clients did not provide information about their origin/fee status, so this is not a complete picture. Nevertheless, they are a useful indicator of trends.

Of clients identified [†], **49%** (36%) were undergraduates, **39%** (29%) were postgraduate (taught) students and **8%** (7%) were postgraduate (research) students. The remaining **5%** (28%) of our client group includes students' parents, staff, former students, prospective students and members of the public. Again, however, almost half of our clients did not provide this information, so this is not definitive.

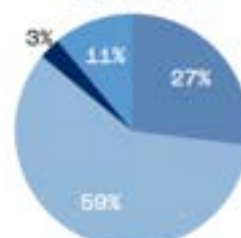
Student Origin *

● Scotland ● International ● EU ● rUK

2025-26



2024-25



Level of Study †

● Undergraduate ● PG (Taught) ● PG (Research) ● Other

2025-26



2024-25



OUTCOMES & GAINS

In many cases, students seek advice and support but do not return to share the final outcome, meaning we are not always able to capture definitive results for every case. The figures below reflect only those cases where the Advice Centre could confirm an outcome or direct gain as a result of our involvement.

Over the year there were:

- **108** (108) appeal outcomes, of which **59** (62) were successful.
- **144** (167) conduct cases of which **73** (98) were successful.
- **63** (65) financial gains, totalling **£98,182** (£121,589).
- **1,858** (1,403) non-financial gains including **896** (755) cases where the student was provided with information, they needed to make a decision about how to proceed.

Further gains due to our intervention included:

- **69** (40) students permitted to resubmit or resit an exam.
- **21** (14) students whose grades were reviewed or revised.
- **8** (19) students granted an uncapped resit.
- **15** (15) cases where homelessness was prevented.
- **8** (18) students successfully readmitted to their course.

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

GBV COUNSELLOR

Since 2021–22, the SRC has hosted a dedicated Gender-Based Violence (GBV) Counsellor, funded through additional support we helped secure. The service offers confidential, trauma-informed support to students directly or indirectly affected by GBV, with weekly appointments available in the SRC Advice Centre.

In 2025–26, **164** (177) appointment slots were made available, with **59** (71) booked and **42** (61) attended. Our experience is that this level of drop-off between booking and attending an appointment is common with this type of service.



Scams & Fraud Advice

PUBLICITY

We continue to promote the Advice Centre's services through a mix of digital content, printed materials and targeted campaigns aligned with the academic calendar. Throughout the year, web content is reviewed and updated in response to emerging issues, student needs and University developments.

This year saw a rise in web engagement across several key areas. The Academic and Accommodation pages remained the most visited.

New and updated content this year included:

- A new **Extenuating Circumstances** page, reflecting the updated process introduced at the start of the 2025–26 academic year.
- A new **Interruption of Studies** page, explaining how students can apply for an interruption and when this may be an appropriate option to consider.
- A new **Reasonable Adjustments and Supportive Arrangements** page, outlining the new policy and explaining the support and rights available to students.
- A new **Support to Study** page, providing guidance on the updated process and how students can navigate it with support from the Advice Centre.
- A new **Scams and Fraud** advice resource, responding to an area of concern for students.

Support & Wellbeing

Welcome Events

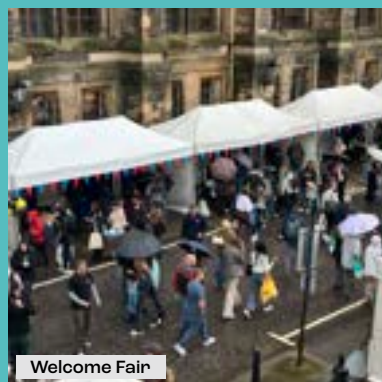
The SRC continued to expand its Welcome activity in 2025-26, delivering a broader programme of social, cultural, creative and student-led events across September, January and the summer period. Alongside core Welcome activity, the programme created more varied entry points for students to meet others, explore campus life and begin building a sense of community.

This work reflects the SRC's continued commitment to making Welcome more accessible, inclusive and relevant to students with different backgrounds, needs and routes into university life.

WELCOME WEEK

Across the nine days of Welcome Week and the extended postgraduate programme in the first weeks of Semester One, the SRC recorded more than **24,000 attendances across 135 events**, including 53 SRC-led events, 10 collaborative events and 72 society-led events. From the flagship two-day Welcome Fair, which attracted around **17,000 attendances and 287 exhibitors**, to campus tours, social events, creative activities and society-led sessions, the programme offered students multiple routes into university life.

Once again, the SRC commissioned an evaluation of Welcome Week to better understand student experience and impact. The survey, which received over 4,500 responses, confirmed strongly positive feedback.



Key takeaways included:

- **86%** of respondents attended at least one Welcome activity
- **91%** said Welcome Week felt welcoming
- Nearly **88%** felt the programme was inclusive
- More than **79%** said Welcome Week helped them feel more connected to the University
- **95%** of students who engaged with Welcome Helpers found their support helpful
- **58%** of Welcome Fair attendees signed up to at least one club or society

Students particularly valued the social side of Welcome Week. In open-text feedback, many described meeting "*lots of new people*" and as the best part of the programme, helping them settle in, ease early loneliness and begin to feel at home on campus.

The Welcome Fair, campus tours, free food and support from Welcome Helpers were also highlighted as important parts of the experience, giving students practical help to navigate a busy first week while opening up routes into clubs, societies and wider student life.

While feedback was overwhelmingly positive, students also identified challenges around overcrowding, sold-out events, information overload and accessibility.

JANUARY WELCOME

January Welcome 2026 provided a focused programme for students arriving or returning at the start of Semester Two, including international postgraduates, exchange students and students looking for new ways to connect after the winter break. The programme expanded significantly from the previous year, with **66 events and 3,200 recorded attendances** across welcome activity, society-led events, cultural socials, training sessions and the January Welcome Fair.

The demographic profile of January Welcome showed strong engagement from international and postgraduate students, particularly through social and creative events designed to make meeting people feel easier.

“It brings the whole community together and we get to hang out with people from different streams.”

– Event participant, Burns Night



Burns Night



Chill and Paint Event

BURNS NIGHT

Our Big Burns Night Celebration & Ceilidh brought 200 students together during January Welcome for an evening of Scottish culture, food, music and dancing. The event was particularly effective in engaging international and postgraduate students, reflecting the wider profile of January Welcome ticketed activity, where 54% of attendees were international students and 44% were postgraduate taught or research students.

“This event is actually very important for everyone to attend to understand the heritage of Scotland.”

“It not only shows Scottish culture, but allows international students to get to know other people as well.”

CHINESE CULTURAL EVENTS

We continued to support Chinese cultural activity in 2025–26, working with student societies to deliver events that celebrated traditional art, music, performance, food and games. Chinese Culture Week returned as a multi-day programme, including Peking Opera mask painting, calligraphy, a traditional tea ceremony, Chinese instrumental music and dance, and traditional games and treats.

These events provided opportunities for Chinese students to share culture with the wider student community, while also creating familiar and welcoming spaces for international students. The programme also reflected the growing role of societies such as Chinese Students and Scholars Association and Peking Opera Society in delivering high-quality cultural activity with SRC support. One student noted:

“It really makes people culturally aware and especially the people with me, maybe they’ve never known what Chinese New Year was before, but now they get a glimpse into the food and the performance and also the people.”

– Event participant, ESEA Lunar New Year Event



ESEA Mixer

Support & Wellbeing

HALLOWEEN

Halloween at The Hunterian returned in October 2025, bringing 300 students together for **one of the SRC's largest ticketed social events of the year**. Delivered with The Hunterian and supported by student societies, the event combined museum activities, themed entertainment and a distinctive Halloween atmosphere.

The event was particularly successful in reaching international postgraduate students, many experiencing Halloween in Scotland for the first time. Feedback highlighted the value of an affordable, accessible and non-alcohol-centred event where students could meet others, try something new and feel part of the wider campus community.

CRAFT & CONNECT NEW FOR 2025-26

In 2025-26, we refreshed our Conversation Café format as Craft & Connect, a recurring programme of low-pressure creative drop-ins designed to help students meet others, relax and engage with SRC campaigns in an informal setting.

Across 17 sessions, Craft & Connect linked activities to Welcome Week, January Welcome, Student Volunteering Week, International Festival, International Women's Week, Exam De-Stress and a summer de-stress series aimed at postgraduate students. Feedback was strong, with average scores of **4.67/5 for both enjoyment and likelihood to recommend**.



Halloween at The Hunterian

POSTGRADUATE EVENTS

Postgraduate engagement remained a major feature of the SRC's work this year, not only through activity designed specifically for postgraduate students, but through strong participation across our wider events, representation, clubs and societies, volunteering, wellbeing and community programmes.

This reflects a continued shift in how we approach postgraduate community-building. Rather than treating postgraduate engagement as a separate calendar of one-off events, we have focused on ensuring that postgraduate students are visible and actively involved across the full range of SRC activity. This approach is reflected in clubs and societies membership, where **PGT and PGR students now account for 30% of total membership, following growth of 87% over the last two years**.

Postgraduate students also continued to engage strongly through Welcome Week, January Welcome, class representation, volunteering and community-focused campaigns. This broad participation shows that postgraduate students are not a separate or peripheral audience for the SRC, but a core part of the communities we support and represent.

We also continued to recognise the particular pressures faced by postgraduate students, including shorter course timelines, dissertation periods, research commitments, and challenges in building community outside undergraduate patterns of student life. Activity such as summer de-stress programming ([page 17](#)), social and cultural events and society-led collaborations provided important opportunities for postgraduate students to connect, take a break and participate in campus life in ways that worked for them.

“When you move to a new place it is sometimes a little bit hard to get settled, you don't really know anyone. For me it is a really cute chance to make some beautiful memories.”

– Event participant, Haste Ye Back Postgrad Ceilidh



Postgrad Ceilidh

Wellbeing

This year, we continued to develop our wellbeing training offer, helping students recognise when others may need support, build confidence in signposting, and understand how to look after their own mental health while supporting peers.

WELLBEING WORKSHOPS

Across the year, we delivered 31 wellbeing workshops. A key development was the introduction of Wellbeing Skills for Student Leaders, a new workshop designed by Student Minds in consultation with university students and staff. Aimed at students in leadership roles, including club and society committee members, Class Reps and peer mentors, the workshop focuses on stress management, boundary setting, signposting and maintaining personal wellbeing.

In its first year, Wellbeing Skills for Student Leaders was delivered to students, making it the strongest area of engagement within the programme. Feedback highlighted the value of practical, role-specific content, particularly for students with welfare or peer-support responsibilities.

Our wider programme continued to include Mind Your Mate, Mind Yourself and Let's Talk, supporting students to develop confidence in peer support, self-care, consent, healthy relationships and responding appropriately to disclosures. Engagement with some of these longer-running workshops was lower than in previous years, suggesting that the model needs to evolve to remain relevant and accessible.

In response, we are taking a more targeted approach to wellbeing training, focusing on the points where it can have the clearest impact: student leaders, committee members, volunteers and others who play an active role in supporting their peers. This will inform how we develop the programme in future, including opportunities to embed training more closely within student leadership activity and to combine online and in-person delivery where this improves accessibility and participation.

GENDER-BASED VIOLENCE (GBV) EDUCATION AND SUPPORT

Our work on gender-based violence continued through a mix of student training, campaign activity, specialist support and partnership work. The Let's Talk workshop remained part of this wider approach, supporting students to explore consent, healthy relationships, sexual violence and appropriate responses to disclosures.

This year also prompted renewed consideration of our online GBV education provision. The existing Moodle module has the potential to provide a more scalable route for reaching students with consistent information on healthy relationships, gender-based violence, consent and support services.

Our focus now is on developing GBV education that is accessible, trauma-informed and clearly connected to routes for support. This will require a more joined-up approach across online learning, in-person workshops, campaign activity and specialist services, so that prevention, awareness and student support are better aligned.



Support & Wellbeing

Support Services

Our Support Services continue to be well used by students, helping them access guidance, navigate campus life and connect with opportunities across the University.



The Welcome Point

THE WELCOME POINT

The Welcome Point continues to serve as a primary contact and information hub for students, staff, visitors, prospective students and external guests. Based in the McIntyre Building at the heart of campus, it provides a visible and accessible front door to the SRC, while also supporting the wider University visitor experience.

In 2025-26, the Welcome Point handled **45,704 enquiries**. Behind this figure is a wide-ranging day-to-day service delivered by a knowledgeable front-facing student staff team, often acting as the first point of contact for people arriving at or navigating the University.

The team supports a broad range of enquiries, from campus directions, room locations, transport links and visitor information to signposting students towards SRC and University services. This includes practical support around student activities, clubs and societies, representation, wellbeing support and opportunities to engage with campus life.

By combining customer service, campus knowledge and peer-to-peer support, the Welcome Point helps students and visitors make sense of a large and complex University. It remains an important part of how the SRC contributes to a welcoming, accessible and connected campus community.

STUDENT-LED HISTORICAL TOURS

To prepare for the busy summer period, we have further strengthened the team by recruiting an additional eight student guides who successfully completed our comprehensive training programme.

This included specialist training delivered by a Blue Badge tour guide and practical shadowing opportunities alongside experienced student staff members of the tour guide team, we now have a current team of 20 student tour guides. From April to September, we will operate two public tours per day, Tuesday to Sunday, helping us meet growing demand from visitors wishing to explore the University and learn more about its history, heritage and campus.



Private Tour

During 2025-26, a total of **3,002 visitors (2,583)²** participated in our scheduled campus tours. We also delivered 77 privately booked tours (102), attracting a further 864 (1,010) visitors. **In total, 3,866 visitors engaged with our tour programme** during the year, representing an **increase of 8%**.

We continue to work closely with the Alumni team, University Events & Conferencing, and Schools and Colleges to deliver tours in partnership, alongside welcoming a range of international visitors and local school groups. We are currently developing a tour of the former Western Infirmary site for alumni visitors in response to a number of requests received by the Alumni office.

Feedback for the tours included:

"After an earlier visit on a prospective student tour had left me unsure, my opinion of the University totally flipped after taking the history tour. Jamie was very knowledgeable and great at using story to share the abundant history of campus. They were friendly, willing to connect with each participant individually and helped me get a better sense of the feel of campus."
- McKenzie, public tour visitor

"Our passionate guide, Tom, led us through the ebbs and flows of the rich history of UofG. We now wander the campus with renewed appreciation, seeing stories behind the buildings, chapels, bricks and even the match strikes on the wall."
- Vivian, private tour visitor

Communications

MY SRC APP

The My SRC app continued to strengthen its role as a core platform for student engagement, supporting students to find events, access opportunities and connect with clubs, societies and SRC services.

In 2025–26, the app reached over **23,000 total users**, with over **8,000 new users** registered during the reporting period. Students made over **15,000 transactions** through the app, generating **over £48,750 in sales**. This represents a significant increase in transactional activity and reflects the app's growing importance as a practical gateway into SRC activity.

As students increasingly use the app to navigate campus life, our focus is on maintaining a reliable, accessible and user-friendly experience. Future development will be shaped by student behaviour, ensuring the platform supports participation across clubs, societies, events, volunteering and wider SRC services.

23,000
total
SRC app
users –
8,000 new
users
this year

WEBSITE

The GUSRC website remains a key source of independent, accurate and student-centred information. It continues to provide rights-based advice, guidance on SRC services, information on clubs and societies, event listings and routes into student opportunities.

During the reporting period, the website received **2,157,707 page views**. The most visited pages included the homepage, login page, Find a Club or Society, Events and Review Basket, showing the continued importance of the site as both an information hub and a practical platform for student engagement.

Online content is developed in response to emerging student needs, helping the website remain a trusted route into independent advice, representation, opportunities and support.



SOCIAL MEDIA

We maintain four core digital identities: *Glasgow Uni SRC*, *The Gilchrist Postgraduate Club*, *UofG Welcome*, and *University of Glasgow Historical Tours*. Each supports a different part of our communications work, from day-to-day student updates and campaign promotion to Welcome activity, postgraduate community-building and public engagement.

Student behaviour across platforms continued to shift during 2025–26. Facebook remained useful for some audiences, particularly mature students and wider community users, but engagement continued to decline. We also reduced output on X, in line with wider University communications policy, and focused staff time on channels where students are most active.

Instagram and TikTok remained central to student-facing communications. The main SRC Instagram account recorded **57,769 content interactions**, an increase of **70.8%** on the previous reporting period, and **gained 4,857 followers**, taking the account past 12,000 total followers. UofG Welcome also performed strongly, with **1,151,789 accounts reached** and 28,683 content interactions, reflecting the value of dedicated Welcome communications during a busy and information-heavy period for new students.

TikTok also played an increasingly practical role. The account received **222,900 video views**, with search accounting for 81.5% of traffic. This suggests that students are using the platform not only for discovery, but to find answers and information about student life at Glasgow.

Across our digital channels, the priority is to communicate clearly, promote opportunities and amplify campaigns in ways that feel timely, accessible and relevant to students. As platform habits change, our approach is increasingly focused on the channels that demonstrably support student engagement.

Student Opportunities & Community Engagement

Clubs and Societies

SUPPORT OVERVIEW

We continued to expand and strengthen our support for affiliated clubs and societies, working with **382** (352)³ groups who collectively generated **over 28,000** (25,000) memberships this year. Through day-to-day guidance, training, one-to-one support and practical resources, we helped student committees navigate governance, event planning, funding, finance, promotion, room bookings, digital tools and committee handovers.

This support enabled clubs and societies to deliver a growing programme of student-led activity, with more than **1,140 events** listed through our website and over **17,500 attendees recorded**. We also continued to strengthen the infrastructure behind society activity, managing more than **£537,500** (£417,000) through the society finance system, awarding over **£50,000** (£46,566) in club and society grant funding, and expanding access to shared equipment and creative resources through the Equipment Lending Library and Podcast Studio.

Alongside this practical support, we focused on making clubs and societies more sustainable and accessible for student leaders. This included updated training and resources, expanded workshops and roundtables, one-to-one grant and event consultations, and the pilot of a new Wellbeing for Student Leaders programme. We also undertook detailed research into

society access to space, using student evidence to identify barriers around availability, cost, catering, accessibility and booking processes, and to advocate for a fairer system for student-led activity across campus.



ACCESS TO SPACE

Access to suitable space remains one of the most significant practical barriers facing clubs and societies at the University of Glasgow. As society participation continues to grow, the ability to meet, rehearse, perform, celebrate, campaign and build community on campus has not always kept pace. In response to consistent feedback from student groups, the SRC commissioned *Access to Space*, a detailed review of clubs and societies booking procedures across the University estate.

The research drew on **132 responses** from affiliated clubs and societies, alongside 15 interviews with staff and stakeholders involved in managing space. Its findings showed that, while 70% of societies described the booking process as manageable, this often masked poor outcomes. Only 43% received all of the space they requested, 37% received only

some of the space they requested, and 41% had been forced to take activity off campus because suitable University space was not available.

The report identified five major barriers to equitable access: availability, cost, inconsistent policies, catering restrictions and a lack of clear information. These issues were found to fall most heavily on disabled students, faith and cultural societies, performance groups, specialist-interest societies and newer or smaller societies. In some cases, the impact was severe. The report highlighted one national charity gaming event which, after being unable to secure suitable centrally timetabled space, faced University conferencing venue costs of more than £8,500 from total income of £11,000, reducing the amount raised for charity from over £10,000 in 2019 to less than £500.

The report set out clear and practical recommendations, including a single directory of bookable spaces, live availability information, a review of building-level restrictions, greater transparency around costs, improved catering flexibility and a consistent University-wide framework for student access to space. The SRC will continue to advocate for these changes, recognising that access to space is not a peripheral issue. It is fundamental to participation, inclusion and the student-led communities that make campus life meaningful.

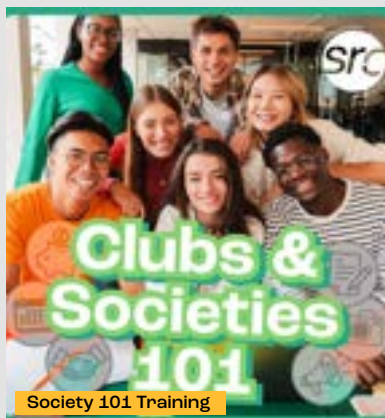
HEAR (HIGHER EDUCATION ACHIEVEMENT REPORT)

For 2024-25, we processed **820 HEAR** recognition forms. At the time of writing, 939 applications have been processed for 2025-26 a rise of **15% on the previous year**. This is the second year of the new process linked to our volunteering portal, which allows a detailed record of the skills gained through club committee volunteering to be stored directly on a student's profile. This new feature is designed to support students in articulating their experience and enhancing future employability.

TRAINING

In 2025-26, we refreshed our core training offer for clubs and societies, strengthening both the content and how it is presented to student leaders. Office bearer induction was relaunched as *Society 101*, while website training was rebranded as *My Club Portal Training*. This helped create a clearer link with our wider digital offer, including the My SRC app, while using more accessible and engaging language for students taking on committee roles.

Across the year, **1,066 club and society members took part in training**. *Society 101* is an introductory training programme for new committee members, designed to build confidence in their roles and raise awareness of SRC support and resources. Across 23 sessions, 625 students participated in training covering governance, committee responsibilities, event planning, finance, funding and leadership. *My Club Portal Training* reached 441 students across 23 sessions, equipping committees to manage memberships, events, merchandise sales, GDPR-compliant



promotional tools through the SRC website.

We also expanded the wider training and support available to committees through workshops, roundtables and one-to-one guidance on topics including event planning, grant applications, social media promotion, committee handovers and organisational development. This included specialist accessibility training with Birds of Paradise, supporting committees to think more carefully about how their activities can be made welcoming and accessible to disabled students.

Together, this more structured and student-focused training offer helped committees build confidence, improve continuity and deliver well-managed, inclusive activity throughout the year.

FRASER BUILDING SPACES

The opening of new student-facing spaces in the Fraser Building has provided valuable additional capacity for clubs, societies and SRC-led community activity. Clubs Corner, the Fraser Space and the Student Kitchen have created flexible, centrally located spaces that support a wide range of uses, from board games and craft sessions to dance practice, faith and cultural food events, campaign activity and informal student connection.

Feedback from clubs and societies has been strongly positive. Student groups highlighted the value of having free, accessible, on-campus space available in the evenings, particularly where other suitable rooms are limited or difficult to secure. The spaces have helped societies reduce costs for members, make events easier to attend and create welcoming environments for

Student Opportunities & Community Engagement

students to meet, practise, share food and build community. This has been particularly valuable for new and growing societies, cultural and faith-based activity and groups with specific venue requirements such as smooth flooring, flexible layouts or access to kitchen facilities.

Their central location, social atmosphere, evening availability and access to facilities such as hot water and approved catering have made them especially useful for inclusive, low-pressure events that help students connect.

The early success of these spaces demonstrates the importance of continued investment in flexible, accessible facilities that support student-led activity and help create a more vibrant, inclusive campus. As demand for evening, social and community-building space continues to grow, the Fraser Building offers a clear example of how well-designed shared spaces can strengthen student life.

"Having access to an on-campus space was extremely valuable, as it made the event more accessible for members and helped us create a welcoming environment where students could connect, celebrate, and feel a stronger sense of belonging."

- MD Tanzib Ehsan Sanglap, President, Bangladeshi Students' Society

FINANCES

Financial support remained a core part of our clubs and societies offer, helping committees manage income securely and reducing the barriers associated with running a traditional society bank account. This year, more than **£537,500** was managed through the Clubs and Societies holding account, around £91,500 more than last year's published figure. This reflects the continued growth of society activity and the increasing reliance of student groups on SRC systems to manage income safely and effectively.

We also continued to support societies to take payments at events through our card machine booking service, with 225 bookings made by 90 societies across the year. Alongside online sales through the SRC website and the continued development of the society group payment portal, this helped committees manage transactions more securely, reduce administrative burden and maintain clearer financial records.

This practical finance support is particularly important for newer and smaller societies, where access to simple, reliable payment systems can make the difference between an event being viable or not. We will continue to develop these systems to ensure clubs and societies can manage their finances confidently, transparently and in line with good governance.

STORAGE & SPACE FOR SOCIETIES

The QMU locker system has been operational throughout the year, providing additional storage for affiliated societies. Seventy-seven lockers were initially allocated, and usage has continued to evolve as society needs change. At present, 63 societies have an allocated locker, with 19 remaining available.

Work is also progressing on an off-campus storage facility for larger items. Although delayed, discussions are now underway with a small number of societies on the practical arrangements for using the space. Together, these developments represent important progress in improving storage provision and recognising the practical infrastructure societies need to deliver activity on campus.



FAITH AND CULTURAL ACTIVITY

Faith and cultural societies continued to play a major role in campus life this year, creating spaces for students to celebrate, share, reflect and connect through student-led activity.

This area of work has grown significantly over recent years. The **number of active cultural societies increased to 66 in 2025-26, up from 48 in 2022-23**, while active faith societies increased to 14, with a further society pending affiliation. Across the year, 32 faith and cultural events were logged through SRC systems, attracting **more than 2,500 attendees**.

Supported through grant funding, event planning, room bookings, promotion and access to practical resources, these activities reflected the breadth of the student community. Highlights included the Muslim Students' Association Welcome Week Dinner, the Christian Union's Christmas Carol Service, Chinese New Year celebrations, Diwali activity, weekly Iftars during Ramadan, Jewish Society and TRS Community interfaith events, Nowruz celebrations, Ukrainian solidarity activity, cultural mixers and the return of Ragam Raya, delivered by the Indonesian Student Association.

Together, this activity shows that faith and cultural societies are central to how many students find community at Glasgow, particularly international students, postgraduate students and those seeking connection through shared identity, heritage or belief. It also reinforces the need for continued work on access to suitable spaces, food-friendly venues and practical support, as demand for this activity continues to grow.



Jewish Society, Interfaith Dinner

"The SRC has been a valued partner in helping the Glasgow University Persian Society grow and thrive during its first year. Through practical support with event planning, room bookings, funding, and collaborative initiatives such as our Nowruz celebrations, the SRC has enabled us to create meaningful opportunities for cultural exchange, student wellbeing, and community building.

- Persian Society (Ebrahim Rezaei, President)



Persian Society Event

STRENGTHENING SOCIETY GOVERNANCE

We continue to support clubs and societies in reviewing and strengthening governing documents, with a particular focus on complaints, conduct and escalation processes in line with recommendations from the Ross Report.

This is ongoing work. Society committees change every year as students graduate and new officers are elected, so clear governing documents and accessible guidance are essential for continuity. Through this process, we help committees understand which issues can be managed within their own structures, and which should be referred to the SRC, the University or other relevant services.

While new issues will inevitably emerge as societies grow and change, this work provides a stronger foundation for good governance, supports incoming committees and helps societies respond to concerns more consistently and confidently

LENDING LIBRARY AND PODCAST STUDIO

The Clubs and Societies Lending Library continued to provide practical support for student groups, giving committees free access to equipment that helps them run events, improve production quality and reduce upfront costs. Available items include audio-visual and IT equipment, such as cameras, tripods, microphones, speakers and a PA system, alongside event resources including hot water urns.

Across the year, the Lending Library recorded 77 bookings, with 177 registered members and more than 200 individual items booked. The most popular items included the DSLR camera, tripod, wireless microphones, hot water urns and portable audio equipment, reflecting the range of society activity supported through the service.

The Podcast Studio also continued to provide a dedicated creative space for affiliated clubs and societies, with 31 bookings made by 15 different groups. While still developing, the studio gives societies access to recording facilities for podcasts, interviews and other audio projects.

Student Opportunities & Community Engagement

Grant Funding

Grant funding continued to play an important role in helping clubs and societies deliver ambitious, accessible and student-led activity. The Big Ideas Grant Fund supports larger-scale events and projects that require more substantial backing, while our standard club and society grants provide smaller awards of up to £500 to help groups meet practical costs, remove financial barriers and deliver activity for their members.

Across both funding streams, grants awarded reached **109 in 2025-26, up from 83 in 2024-25 and 43 in 2023-24**. This reflects sustained growth in student demand for this type of support, as well as the increasing scale and ambition of society activity across campus. Examples of this year's funded projects include:

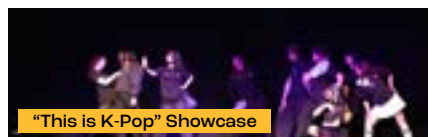


JEWISH SOCIETY

Glasgow Jewish Society hosted an Interfaith Friday Night Dinner in November 2025, bringing together 50 students from across faith communities for a free meal with Halal food options provided. The Big Ideas Grant covered the cost of keeping tickets free for all University of Glasgow students and funding appropriate catering.

"The Big Ideas Grant allowed us to host the dinner, which we would otherwise not have been able to afford to do! Similarly, we were able to keep tickets free for UofG students, ensuring full accessibility regardless of financial situation..."

– Laila Klein-Mclean, Jewish Society



K-POP SOCIETY

The K-Pop Society's annual "This is K-Pop" Showcase – one of the largest organised K-Pop performances in Glasgow – was supported by a Big Ideas Grant in March 2026. The grant enabled the society to secure a venue with full technical capabilities and subsidise tickets, contributing to a record 80 student performers taking to the stage, with over 300 attendees. No auditions are required to perform, and the society credits the grant with enabling the growth and ambition of an event that has become a key driver of membership and community.

"This grant has positively impacted our society by supporting our biggest event of the year, which allows members to perform on stage regardless of dance ability, and contribute to a meaningful community for the wider UofG student community."

– Kim Bromage, K-Pop Society

DISABLED STUDENT SOCIETY

The Disabled Students' Society delivered five events across Disability History Month in November and December 2025, supported by an SRC Club Grant. All events were free to attend, with grant funding also used to purchase adaptive equipment, including EasyGrips, silicone sheets and fidget toys, to ensure students with limited dexterity or sensory needs could fully participate. Around 150 students attended across the five events, which included a community open mic night and a film screening of *I Swear*.

"Without this grant funding, we would have had to rely solely on fundraising and members paying to access our event, which would have gone against the principles of inclusivity and awareness that Disability History Month promotes."

– Sarah Aitken, Glasgow University Disabled Students Society

NIGERIAN STUDENTS' SOCIETY

The Nigerian Students' Society received a Club Grant to host its Green and White Cultural Mixer in the Wolfson Building Atrium in October 2025, celebrating Black History Month with students from across the University. The grant made the event free to attend and funded food, drink and decorations. More than 60 students attended, including students from over five African countries who were new to Glasgow.

The event helped raise the society's profile, generated new interest in its activities and membership applications as well as invitations to collaborate with several other societies.

"This grant enabled the Nigerian Students' Society to build a vibrant and inclusive space to build connections with the wider student body, build more membership interest to be a part of the NSSUofG and help to sustain a wonderful opportunity for current members to celebrate Black History Month with the general UofG student body."

- Deborah Osomo, Nigerian Students' Society



GLASGOW UNIVERSITY RUSSIAN SPEAKING SOCIETY

The Glasgow University Russian Speaking Society, collaborating with the Tea Society and Persian Society, came together for a Chai and Board Games evening at the Gilchrist in November 2025, fully subsidised by an SRC Club Grant. The event attracted 109 guests – 103 of them University of Glasgow students – offering free tea, snacks and board games while celebrating the cultures of all three societies. The event was so well received that the collaboration was put forward for nomination for Collaboration of the Year at the Clubs and Societies Awards.

Volunteering

This year, our volunteering programme continued to grow, with more students, University teams, clubs, societies and community partners using SRC Volunteering to promote opportunities, track activity and recognise student contributions.

To date, **4,513 active volunteers** were recorded through SRC Volunteering, with students logging **116,600 (92,000)**⁴ volunteering hours across the year. This represents a **26% increase** in recorded hours compared with 2024–25, reflecting both the continued generosity of student volunteers and the growing visibility of systems that help students record, reflect on and gain recognition for the time they give.

This year, 150 volunteering opportunities were advertised through the portal, supported by **93 (71)** providers across campus, the wider University and the local community. Activity spanned campus initiatives, student leadership, clubs and societies, community projects, sport volunteering and student representation, highlighting the many ways students contribute to life at Glasgow while developing confidence, skills and experience.

We recognise that not all student volunteering is formally recorded, and that some students remain unaware of the opportunities available to them. In future, we will continue to build the profile of SRC Volunteering, strengthen partnerships across the University and beyond, and encourage more students to access recognition for the contribution they are already making.

⁴ Previous year's numbers in brackets throughout section.

UOFG VOLUNTEERING AWARDS

Now in its fourth year, the UofG Volunteering Awards are firmly embedded in campus life and widely recognised as the University's principal platform for acknowledging and celebrating student volunteers. Launched by SRC Volunteering in 2022, the scheme recognises diverse contributions – from community outreach and SRC initiatives to peer support, sports coaching, and leadership roles.

Spanning five levels from Bronze to Diamond, the awards help students reflect on their skills using the University's Graduate Attributes Framework. Submissions are verified by staff, with students receiving signed digital certificates to share on LinkedIn, CVs and with employers. Achievements – including hours logged, skills gained and award level – are also added to their digital skills record, positioning the platform as the hub for tracking extracurricular volunteering.

Since its launch, the scheme has grown rapidly. Initially offering limited HEAR recognition, all volunteering opportunities are now eligible, with reflective submissions rising from 209 in year one to 1,657 in 24–25 and to **1,813 this year**.

Volunteering awards issued this year:

- **Bronze (25 hrs, 2 graduate attributes): 881 (972)**
- **Silver (50 hrs, 4 graduate attributes): 472 (391)**
- **Gold (100 hrs, 6 graduate attributes): 285 (189)**
- **Platinum (200 hrs, 8 graduate attributes): 133 (78)**
- **Diamond (500 hrs, 10 graduate attributes): 42 (27)**

Student Opportunities & Community Engagement

Volunteer Feedback:

"Taking part in the UofG Diamond Volunteering Award gave me a valuable opportunity to reflect on my volunteering and the impact I had made. It helped me recognise the skills I had developed, including communication, teamwork, leadership, organisation and problem-solving. I would definitely recommend SRC Volunteering, as it helps students support the community, gain practical experience and recognise the value of their contribution."

- Sanshika Bhardwaj, UG Medicine student, Diamond Award winner

"I wanted to actively contribute to the campus and local community. Coming from a computer science background, I also sought to step outside my rigorous technical coursework to develop my interpersonal, communication and leadership skills. These roles have been incredibly rewarding, and I look forward to continuing my involvement in the University and local community."

- Mohamed Ali, UG Computing Science student, Gold Award winner

STUDENT VOLUNTEERING WEEK

Student Volunteering Week 2026 took place from 16 to 20 February, celebrating the contribution of student volunteers while helping more students discover opportunities across campus and the wider Glasgow community.



Sanshika Bhardwaj



The Conservation Volunteers



It Gets Better UK

The week was structured around daily themes, highlighting micro-volunteering, transferable skills, wellbeing, appreciation and community-based volunteering.

Activities included an information stall in the James McCune Smith Learning Hub, a Clubs and Societies Roundtable on volunteer recognition and HEAR recognition, an LGBTQ+ zine-making and storytelling workshop with It Gets Better UK, a Wellbeing Skills for Student Leaders session, and a Craft & Connect activity supporting Refugees. Together, the programme showcased volunteering as a flexible and meaningful way for students to build skills, support others and contribute beyond their studies.



Volunteering Fair

VOLUNTEERING & SOCIAL JUSTICE FAIR

The Volunteering & Social Justice Festival continued to introduce students to volunteering opportunities from the start of the academic year. This year's event attracted **over 1,000 attendees** and brought together 31 charity stalls, giving students the chance to meet community partners, explore different causes and find out how to get involved through SRC Volunteering.

GLASGOW STUDENTS' NIGHTLINE

Following the closure of the National Nightline Association, the students' unions of Caledonian and Strathclyde University together with GUSRC, commissioned an independent review of Glasgow Nightline to assess the future sustainability and safety of the service.

The review identified significant concerns in the absence of national oversight. These included weaknesses in governance, limited assurance around consistency and quality of provision, and uncertainty about whether the risks associated with the service were proportionate to the level of benefit being delivered to students. While student volunteers continued to gain valuable experience through their involvement, demand for the service had become very limited. This made it increasingly difficult to evidence that the level of operational and safeguarding risk could be justified by the scale of student use.

After careful consideration, and in the context of similar Nightline closures elsewhere in the UK, the three organisations concluded that they could no longer support the continuation of the service. This was not an easy decision, given the history of Nightline and the commitment of those involved in supporting students over many years. However, our priority had to be ensuring that student support is safe, sustainable and appropriately governed.

Students continue to have access to support through services provided by the University, students' unions and other specialist organisations. The SRC will continue to work with partners to ensure students can access clear, reliable and appropriate routes to support.

GLASGOW UNIVERSITY SERVICE FOR THE HOMELESS (GUSH)

This year, 137 (102) students volunteered with GUSH, providing crucial support to people experiencing homelessness and hardship. Working alongside local charities Emmaus and Help 4 The Homeless, they visited the city centre twice a week to serve hot drinks and food to those in need.

"For me, volunteering is not only about helping people, but also about creating a welcoming place where people enjoy taking part and can make friends. The best part has been the people I have met, including close friends, service users and older volunteers who have taught me so much. I think everyone should volunteer. It helps make the world better, reduces loneliness, builds friendships with people who share your values, and develops skills that will be useful in the future."

– Liz Deleau, GUSH President 25-26

VOLUNTEERING, CLUBS AND SOCIETIES (VCS) AWARDS

Our annual Volunteering, Clubs and Societies (VCS) Awards, celebrates the achievements of our student clubs, societies, and volunteers.



VCS Guests

VCS Award Winners

- **GU Club or Society of the Year**
Walking Society
- **GU New Club or Society of the Year**
Brunch Society
- **GU Club or Society Event of the Year**
Sikh Society: Langar on Campus
- **GU Club or Society Fundraising Award**
Mary's Meals
- **GU Academic Club or Society of the Year**
Model United Nations (GlasMUN)
- **GU Club or Society Collaboration of the Year**
Tea Society, Persian Society, Russian Speaking Society: Tea Collab
- **GU Club or Society Community & Inclusion Award**
Endometriosis and PCOS Society
- **GU Award for Campus Volunteering**
Giovanni Guzzi
- **GU Award for Community Volunteering**
Eleri Drysdale
- **GU Principal's Volunteering Award for Civic Engagement**
Ebrahim Rezaei



VCS Awards

Student Opportunities & Community Engagement

Civic Engagement & Community Support

Our civic engagement work continues to grow in reach and impact, with SRC Volunteering acting as a bridge between students and meaningful extracurricular opportunities. Whether through one-off activities or long-term roles, these initiatives give students the chance to develop confidence, build skills, and contribute to communities across Glasgow and beyond.

SCHOOL VOLUNTEERING

We delivered another sold out School Volunteering Information Session in partnership with Glasgow City Council's Improvement Challenge team. The session promoted Scotland Reads and Glasgow Counts, literacy and numeracy support programmes in high-SIMD primary schools. It also gave students an opportunity to explore the impact of school-based volunteering and the positive outcomes it delivers for children across the city.

"A few weeks into joining St Mary's Primary School, the headteacher said to me, "Moyo, you're making some real difference here," and that has stuck with me ever since."

– Moyosoreoluwa Abejide,
Behavioural Science Student

COMMUNITY INFOSOURCE

As part of the 16 Days of Activism Against Gender-Based Violence campaign, we delivered a Community Voices: Recognising and Responding to Honour-Based Violence workshop in collaboration with our longstanding community partner, Community InfoSource (CIS). The interactive session explored GBV, with a particular focus on Honour-Based Violence, and was facilitated by CIS staff with lived experience. The workshop aimed to raise awareness, challenge misconceptions, and build confidence in recognising and responding to signs of abuse. Participants developed their understanding of the different forms of GBV and had the opportunity to speak with CIS staff after the session to learn more about volunteering and supporting their wider work.

"The session showed us that even with a University setting, awareness of the different forms of violence varies, particularly HBV (Honour Based Violence), which remains widespread in minority communities across Scotland. The students brought real openness and a willingness to engage, and their involvement helped us extend this important work into the wider community. We would gladly collaborate with SRC in the future for the impact witnessed during last year's session."

– Hassan Darasi, Outreach Delivery Manager, Community InfoSource

THE CONSERVATION VOLUNTEERS (TCV)

As part of our Spring Exam De-stress campaign, we delivered a volunteering day in partnership with The Conservation Volunteers at Castlemilk Park, supporting the Cassiltoun Project (managed by Cassiltoun Housing Association). Volunteers undertook practical conservation activities including path maintenance, removal of overhanging branches, and litter-picking to help improve and maintain valuable green space. The day provided an opportunity for students to stay active, connect with others, and make a positive contribution to their local environment.



Super Power Agency

SUPER POWER AGENCY

Super Power Agency is a Scottish literacy charity dedicated to improving young people's self-esteem, confidence, and aspirations through creative writing. We supported the recruitment of student volunteers for a range of rewarding opportunities that help empower young people across some of Scotland's most disadvantaged communities.

Students contribute as Classroom Writing Mentors, working directly with young people aged 8-18 in schools to encourage creativity, build writing skills, and boost confidence. For those seeking a more flexible commitment, the E.L.E.P.H.A.N.T. (Extraordinary League of Editors, Proofreaders, Helpers and Nifty Typists) programme offers remote volunteering opportunities, enabling students to support the publication of young writers' work. Together, these roles provide valuable opportunities for students to develop transferable skills while making a meaningful impact on young people's educational journeys.

"Volunteering at university is the single best way to discover who you are outside of the lecture theatre. It is an unmatched space to safely test your leadership skills, challenge your critical thinking, and collaborate with diverse groups of people you might otherwise never meet. Volunteering doesn't just add brilliant lines to your CV, it grounds student experiences, builds genuine empathy, and proves to you that your time and ideas have the power to tangibly improve the community around you."

-Khushi Soi, PGT Media Management Student

QUARRIERS NORTHWEST CARERS CENTRE

We partnered with Quarriers Northwest Carers Centre to support their Peer Mentoring Pilot project. The Centre provides practical and emotional support to unpaid adult and young carers across Northwest Glasgow, with a particular focus on young people up to the age of 25 who are providing

care for a family member or affected by caring responsibilities. Students volunteer as Peer Mentors, offering 1:1 guidance and emotional support to young carers. Peer Mentors play a key role in helping participants build confidence, set goals, and navigate challenges, while contributing to a safe and inclusive environment.

CHILDLINE

This year, we partnered with Childline to support the recruitment of Student Volunteer Counsellors. These volunteers play a crucial front-line role in protecting children and young people from harm, providing emotional support and helping them navigate a wide range of challenges. The opportunity offers students access to comprehensive training, professional supervision, and accredited development opportunities, and reflects our commitment to connecting students with meaningful volunteering experiences that help them build skills while making a positive impact in the community.



PARTNERSHIPS ACROSS THE UNIVERSITY

We continued to build strong relationships with colleagues across the University, supporting over 20 campus volunteering opportunities and raising awareness of the UofG Volunteering Awards as a key part of student life. Campus-based activity made a significant contribution to this year's

volunteering impact, with **over 14,000 campus volunteering hours recorded.**

We again supported the School of Culture & Creative Arts' Creative Futures event, the Student Listeners team, the Eco-Hub, and Glasgow Science Festival. New partnerships included working closely with the Adam Smith Business School to recruit and train volunteers for the British Conference of Undergraduate Research (BCUR26). We also supported a range of other initiatives, including the UNESCO RIELA Spring School, the School of Geographical and Earth Sciences' Coast-R Annual Forum, International Study Buddying, The ARC Spring Fling, and GUEST's Carbon Literacy Workshops.

In partnership with the Glasgow Riverside and Innovation District (GRID) team, we introduced our Provider Hub to the community organisations within their network and highlighted the volunteering support and resources available.

Throughout the year, we also attended a range of school inductions, staff forums, and volunteer training sessions.

SPORT VOLUNTEERING AND YOUTH COACHING

We continue to support GUSA Volunteering by processing PVG applications for youth sport coaches and assisting with the recruitment of volunteers for the Rising Stars after-school basketball programme. This year, we also supported volunteer recruitment for GUSA's Active Buddy Scheme. Collectively, GUSA volunteers contributed more than 4,500 hours over the course of the year.

Student Opportunities & Community Engagement

Student Media

GUSRC continues to support various student media. This initiative offers numerous personal development opportunities, promotes student engagement, and fosters discourse and debate.

THE GLASGOW GUARDIAN

The Glasgow Guardian had another strong year, with 27 editors and many student contributors working to deliver journalism rooted in the paper's mission to be 'on the side of students.' Coverage focused on stories with a direct impact on student life, from campus protests to wider issues such as AI and academic integrity, while also showcasing student-led events and creative talent across the University.

The paper continued to grow its digital reach, with Instagram remaining a key platform. Over the course of the year, it gained more than 1,200 followers and diversified its output through a mix of video and photo content.

The Glasgow Guardian also strengthened its editorial development offer, delivering an FOI workshop with journalist Josh Pomaco Pizzuto and a protest coverage workshop in partnership with News Associates. The paper secured £3,500 from the Chancellor's Fund to support its editorial goals and continued to gain recognition beyond campus, with its reporting picked up by The Glasgow Times, The Herald, The National and Glasgow Wrapped.



GLASGOW UNIVERSITY STUDENT TELEVISION (GUST)

Glasgow University Student Television (GUST) had a strong year, marked by increased production, wider participation and national recognition. The station maintained around 35 recurring volunteers, while expanding involvement in studio shoots through performers from outside the organisation and live audiences. This contributed to a significant increase in engagement, with social media activity tripling over the year.

Across both semesters, GUST filmed 22 studio shoots with a rotating cast of 11 producers each semester. The team continued to diversify its output, producing programmes covering live music, DJ sets, acting masterclasses, game shows, zoology, fashion, Glasgow street art and more. GUST also continued its longstanding role in documenting Welcome Week, including livestreaming the Welcome Address, alongside producing an informational piece on Glasgow filming locations and commissioned work for the Glasgow University Pole Dancing Society.

This growth in output was reflected in national success. GUST received five nominations at the National Student Television Awards and won silver for Broadcaster of the Year, placing second out of 38 participating student television stations. The team also gained new opportunities beyond campus, including invitations to the Glasgow Film Festival red

carpets to interview filmmakers, actors and artists involved in festival premieres.

GUST also continued to strengthen its community beyond current students. The team hosted its second alumni meet-up, bringing together around 20 former members from as far back as the early 1970s, including alumni who have gone on to careers in film and television. As GUST continues to grow, the team has also reviewed its internal structures, tested new meeting formats and pitch processes, and begun updating equipment to support the next stage of its development.

GLASGOW UNIVERSITY MAGAZINE (GUM)

Glasgow University Magazine (GUM) continued to grow as a major creative platform for students in 2025-26, bringing together a team of 32 students across directorial, editorial, visual, administrative and artist roles. Across the year, GUM published three print issues, Interwoven, Pure and Souvenir, with 1,500 copies distributed across campus and the wider Glasgow area.

Alongside its print editions, GUM continued to expand its digital output, publishing more than 150 online articles across a wide range of topics and growing its contributor base. The magazine's profile also reached beyond the University, with GUM featured by Dazed as one of five student magazines to have on your radar.

The team's work received further recognition through three Student Publication Awards nominations, including Best Science and Technology Section and two nominations for Best Creative

Piece. GUM also secured £4,035 from the Chancellor's Fund to support the cost of printing, helping sustain its ambitious print output at a time when funding remains a key challenge for student publishing.

SUBCITY RADIO

Subcity Radio continued to provide a distinctive platform for student and community-led broadcasting in 2025-26. As a volunteer-run, freeform station based at the University of Glasgow, Subcity remained an important part of the city's independent music and arts scene, supporting contributors to share diverse, creative and non-mainstream programming online.

Alongside its broadcasting activity, Subcity continued to bring its community together through events, club nights and collaborative activity across the year. The station also secured £5,000 in support from the Chancellor's Fund, helping to sustain its role as a space for students to develop skills in radio, production, promotion, events and creative collaboration.



Subcity Radio Event

Student Media Awards

The Glasgow Guardian

Student Publication Awards 2026:

- **Shortlisted for Best Interview** – “Show that you care and be weird!”
- **Shortlisted for Best Arts or Culture Piece** – Simona Lomangino

Glasgow University Magazine

Student Publication Awards 2026:

- **Shortlisted for Best Science Publication or Section**
- **Shortlisted for Best Creative Piece** – Alice McCloskey, “I want my words to be stitches”
- **Shortlisted for Best Creative Piece** – Catherine Mullner, “This is...planet Hinge”

Glasgow University Student Television (GUST)

National Student Television Awards 2026:

- **Silver for Broadcaster of the Year**
- **Shortlisted for Documentary and Factual** – Locations: Glasgow in Film & TV
- **Shortlisted for Event Coverage** – Fight Night
- **Shortlisted for Title Sequence** – Jazz Tiny Desk
- **Shortlisted for On-Screen Talent** – Gabrielle Sheridan



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