

University of Glasgow
Students' Representative Council



Annual Report 2018/19

"A strong and productive relationship with the Students' Representative Council is evident..." (UofG ELIR 2019)

Higher Education Achievement Record - UofG Tours - Student Media Volunteering & Community Engagement GU Volunteering - Civic Engagement - Advice Centre - Additional Support - Bookshop - Jobshop - Freshers' Week - Student Guide Support & Well-being Welcome Point - ELIR - Classes Reps - Mental Health Representation & Engagement Elections - UofG ELIR 2019

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Welcome & Introduction

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2018/19 Highlights



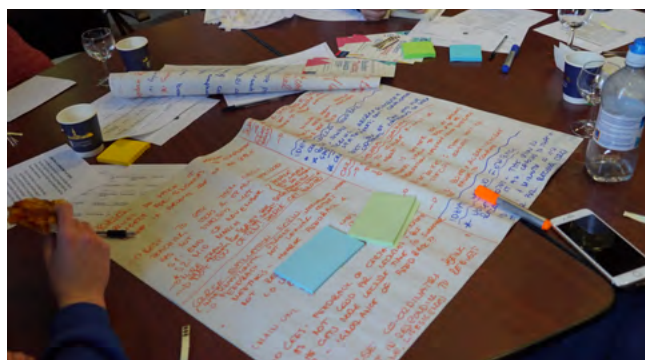
Influencing University Decision Making

The ELIR report was extremely positive about the “*strong and productive*” relationship between GUSRC and the University:

Student engagement and partnership – “A strong and productive relationship with the Students’ Representative Council is evident, and the University has made positive moves to engage the wider student body both on formal committees and in the range of strategic projects underway. Students are clear that their contributions are valued and acted upon”.

*Enhancement-led Institutional Review of University of Glasgow
Outcome Report March 2019*

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Shaping the Student Experience

The establishment of the Student Experience Committee, jointly chaired by the SRC President and University Chief Operating Officer and reporting to Court, has provided an opportunity to build on our successful and influential partnership with the University.

“There is a strong and constructive relationship between the SRC and the University which works successfully to ensure that the student view is reflected in strategy and policy relating to enhancement of the student experience”.

*Enhancement-led Institutional Review of University of Glasgow
Technical Report March 2019*

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World-class Volunteering

GU Volunteering is the key component in our volunteer offer, with a particular focus on civic engagement, assisting UofG students in bridging the gap between the University and some of the communities it serves. Increased financial support from the University has enabled us to provide many more students with the opportunity to find and pursue new interests whilst developing themselves as individuals and learning about life beyond the more structured learning environment.

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Mental Health: Peer Support Training

A further £22,000 award from the National Lottery enabled us to roll out the third iteration of our successful Mind Your Mate programme during 2018/2019. The funding enabled us to recruit and train a cohort of 12 volunteer trainers in suicide prevention. This has enabled us to sustain the programme, despite previous departures.

“The University has also worked in partnership with the SRC on mental health campaigns including the particularly successful ‘Mind your Mate’ initiative, a peer-led suicide awareness programme, which has received praise from staff and students”.

*Enhancement-led Institutional Review of University of Glasgow
Technical Report March 2019*

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Effective Representation

An independent survey completed by 959 Class Reps (70%) reported a 5 % increase, to 77%, who found it easy or very easy to raise issues at Staff Student Liaison Committees. 81% reported that action had been agreed or taken as a result of their input whilst 75% said they had developed their communication skills as a result of the role. The researcher concluded:

"the data strongly indicates the beneficial and rewarding experience that most Class Reps have had, and the majority are pleased to have taken the role".

*GUSRC Class Representative Survey 2019; Key Findings
- S. Solomon 20th May 2019*

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Rent Guarantor Scheme

Following an approach from GUSRC the University agreed to establish a Rent Guarantor scheme for International Students and members of vulnerable groups. This initiative will reduce barriers to private rented accommodation and reduce the potential for financial exploitation, particularly in cases where students without a UK based guarantor are required to pay six or more months' rent in advance.

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It Stops Now!

With Rape Crisis Scotland we conducted a high profile launch of the "It Stops Now Campaign" at UofG; the first launch at any UK HE institution. As the first partner in the UK roll-out of the campaign we were invited to speak at the National Women's Council of Ireland's conference to launch the Irish "It Stops Now" campaign to discuss our work in this field. The campaign is funded by the European Commission and aims to build a culture of zero tolerance in third level institutions throughout Europe.

"Approach to promoting equality and diversity - in collaboration with the Students' Representative Council, the University has a pro-active approach to supporting the diverse needs of its student body. Equality Champions, recruited from the University's Senior Management Group, work effectively in conjunction with the Students' Representative Council and the Equality and Diversity Unit".

*Enhancement-led Institutional Review of University of Glasgow
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Promoting the University

Our historical tours of the University continue to grow in popularity. The tour guides are all students who undergo intensive training. A re-branding exercise has resulted in a 28% increase in tour participants over the last two years to 3177. As well as giving students the opportunity to develop their communication skills and share their pride in the University, the small surplus generated supports our work with volunteering and student societies.

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Foreword

Welcome to the 2018-19 Annual Report from the University of Glasgow Students' Representative Council (GUSRC).

2018-19 was another successful and productive year for GUSRC and this report sets out our activities and achievements in enhancing the experience for students at the University of Glasgow. Our work throughout the year reflects the values, aims and priorities outlined in our Strategic Plan 2015-20: representation and engagement, support and well-being, volunteering and community engagement, and these core tenets continue to be the focus of our activities and drive our successes year-on-year.

Representation is at the heart of what we do, and last year saw the Student Experience Committee (SEC), which was established in early 2018, operate through its first full academic year. The SEC is co-chaired by the SRC President and the University's Chief Operating Officer, and reports to University Court, giving it significant influence and providing us with a high-level platform to discuss the most important issues affecting our students. We played an integral role throughout the ELIR (Enhancement-led Institutional Review) process, ensuring students were involved at every stage, and we also initiated a review of representation of post-graduate research students across the University.

Support and well-being, as well as a commitment to equality and inclusion, are central to the GUSRC's work. In 2018-19 we not only built upon the successes of previous years but also sought opportunities to innovate, with several new support initiatives developed in partnership with the University. Two key projects were the creation of a rent guarantor scheme and a submission to the Carers Trust Going Higher Award, which gave us the opportunity to evaluate and improve support for student carers at UofG.

We continue to prioritise mental health and well-being, and more students than ever have taken part in our Mind Your Mate Suicide Prevention initiative. We also secured an additional £47K investment for early-intervention mental health support, which has funded a pilot of Peer Support in the College of Arts, the only College not to have any trained Peer Supporters prior to this year.

Last year also saw an increased investment in the GUSRC Volunteering Service (now re-branded as GU Volunteering), allowing us to work towards more sustainable partnerships with community organisations and increase the opportunities available to our students.

An early success for GU Volunteering was the establishment of the GU Environmental Task Force, harnessing the enthusiasm for sustainability and environmentalism amongst our student population. We also continue to support an eclectic range of student-led Clubs and Societies, enhancing the extra-curricular student experience and providing opportunities for our students to develop their skills and graduate attributes.

2018-19 was another successful year for the SRC, but it wasn't without its trials! Tensions around Brexit continue to loom, and uncertainty around Higher Education funding and the general socio-political landscape in the UK will continue to present challenges over the years to come. Alongside external factors, student numbers are also growing year on year and with that comes pressures on student-facing services at the University, including us. However, we are an agile and resilient organisation, which continues to punch well above its weight, and we are confident that we will continue to be central to decision making at the University, ensuring that our students are represented and supported to get the most out of their time here.

GUSRC's work and success would be impossible without our student representatives and staff team, who work tirelessly as champions for our students and to whom we are incredibly grateful. We'd also like to thank our colleagues within the University and external partner organisations, for all your support in helping us to achieve our aims. We hope you enjoy reading about our work over the last year, and that you'll keep up with our achievements over the year to come.

Lauren McDougall
GUSRC President 2018/19

Bob Hay
Permanent Secretary



Governance & Management

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

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

MISSION

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

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

AIMS

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

Representation & Engagement

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

Support & Well-being

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

Volunteering & Community Engagement

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

OBJECTIVES & ACTIVITIES

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

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

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

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

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

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



COUNCIL

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

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

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

ROLES & RESPONSIBILITIES

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

INDUCTION & TRAINING OF TRUSTEES

There is a comprehensive training and induction programme provided for the trustees with a particular focus on the Sabbatical Officers. A rolling training programme is delivered for Sabbatical Officers throughout the summer period and beyond.

Council members are required to attend a full introductory training event plus additional sessions throughout the year. The training programme incorporates a range of areas relating to effective governance and an inclusive, informed approach to organisational development, including the following:

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

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



UNIVERSITY PARTNERSHIP

GUSRC and the University continue to work closely together in delivering meaningful informed student engagement. The University's Reflective Analysis for the latest Enhancement-led Institutional Review (ELIR 4) highlights the strength of this relationship:

"Student engagement has been a pillar of our approach to enhancement for a long time. Our partnership with our student bodies - particularly the Student Representative Council - is something of which we are extremely proud. The student voice is taken account of at all levels of University decision-making. There are high levels of trust and cooperation between SRC and University colleagues, which means that we can work together in a transparent way to improve the experience of our students".

Enhancement-led Institutional Review 2019 Reflective Analysis

The aforementioned document further elaborates on the University/GUSRC working relationship and outlines the central role of GUSRC in contributing to a positive student experience:

"The working relationship between the University and the SRC is positive and deep-going. The University values the constructive challenge provided by the SRC, its Sabbatical Officers and Student Representatives. The student voice and indeed direct input through and from the SRC have been central in shaping the way that the University supports and works with students. An example of this is the SRC training it provides directly to students on sexual violence, which explores the impacts of sexual violence, ways of building supportive communities, consent, intervention and where to find support. The SRC also makes indispensable contributions to University-led initiatives".

Enhancement-led Institutional Review 2019 Reflective Analysis

STRATEGIC PLAN

The Strategic Plan sets out our key values, vision, mission as well as key strategic aims and objectives which underpins our work. Where possible we aligned our aims with those of the University strategy "*Glasgow 2020 – a global vision*". We also gave consideration as to how our work would complement the University's Learning and Teaching Strategy. We are now entering the 5 year planning cycle and intend to develop our next strategic plan over the coming year. Where appropriate we will seek to align our aims with the themes emerging through the University planning process whilst retaining the right to challenge.

The Strategy can be downloaded from our website at glasgowstudent.net/about/publications/strategic-plan/



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Representation & Engagement

“We will be the student voice across the University decision making structures and beyond, influencing the design and decision and delivery of learning and teaching, student services, and estates development to collaboratively ensure a positive student experience”.

Strategic Aim 1 - GUSRC Strategic Plan 2015-2020



Council & Representation

GUSRC COUNCIL

The structure of our Council includes elected College Convenors and School Representatives (school reps) reflecting the College and School Structure of the University. Ideally these academic representatives link with and support our 1,200 class representatives (class reps). A priority during the period of our current strategy is to develop the links between class reps and GUSRC and seek to identify and promote the impact and successes of the class rep system.

GUSRC officers sit on an extensive range of committees and working groups within the University, currently over 70 with a campus-wide remit, plus a significant number of college and school level committees. Our staff team are allocated specific committees and will liaise with the nominated student officers prior to these meetings to prepare briefing materials as and when required. This ensures a degree of continuity as well as assisting informed, empowered student involvement.

GUSRC ELECTIONS

GUSRC runs two sets of elections annually. The Spring elections generally enjoy three to four times the participation of the autumn elections. 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.

The Spring Elections in 2019 saw 36 candidates contesting 41 available positions (41 candidates in 2018). 6 candidates contested the 4 Sabbatical positions (President and 3 Vice Presidents), a slight decrease from 9 in 2018. Unfortunately, we are unable to report unique voter turnout for this year. An error meant that this detail was not requested from the University (who manages the election) before the relevant data was wiped from the IT system.

SUPPORT TO ELECTED OFFICERS

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

GUSRC's structure helps to ensure that its campaigning priorities and policy development process are evidence based and informed by the current issues affecting students. The Advice Centre, through its casework, is often able to identify issues and trends at an early stage and brief officers accordingly. Matters emerging as a result of senior officers' participation in University committees are communicated back to SRC Council in the required council report format for discussion and, where appropriate, agreement on future action.

INFLUENCING UNIVERSITY DECISION MAKING

GUSRC reps, from class representatives to the full-time sabbatical officers, have the opportunity to influence decision making at every level in the University. The following pages outline examples of our work over the year and demonstrate our role as influencers of University policy, as well as highlighting the services we deliver to complement the aims of the University in enhancing the experience for our students.

GUSRC input in University decision making at the highest level, and across the diverse range of strategic projects, is supported, encouraged and highly valued by both parties. Throughout the last year, GUSRC Executive officers have been involved in a range of strategic and large-scale projects, working with

the University to place consideration of the student experience at the front and centre of strategic deliberations. The strength of this working partnership was recognised and commended in the ELIR Outcome report (March 2019):

"Commendation 2 - Student Engagement and Partnership - a strong and productive relationship with the Students' Representative Council is evident, and the University has taken positive steps to engage the wider student body, both on formal committees and in the range of strategic projects underway. Students are clear that their contributions are valued and acted upon".

*Enhancement-led Institutional Review of
University of Glasgow Outcome Report
March 2019*

Whilst there is considerable work done by GUSRC representatives through the committee structures, we also participate in areas of work outwith these structures which will have a long-term impact on the student experience at Glasgow. This year saw the beginning of a major reorganisation of how the University delivers its services to students, including the launch of a new service model and technical support solution for day-to-day student enquiries. In addition, there is a restructure (reshaping) of specialist support services such as the Counselling and Disability Services. GUSRC have been involved from the beginning in determining the vision for the new services, in the content creation for the new Ivanti help-desk system, and in the appointment processes for the senior members of staff who will lead these newly designed services. The SRC President also took part in the reappointment and performance review for several members of the Senior Management Group.

In early 2019, the University also began the early planning stages of the new 2020-25 Strategy, and GUSRC took part in two residential planning events along with senior staff from across the University. These intensive two-day sessions began to explore the potential high-level vision for the new strategy and afforded us the opportunity to highlight what we believed should be at its heart. Following the residential sessions, the Senior Vice-Principal, Neal Juster, ran a consultation workshop with Council to

provide an early opportunity to shape the strategy. Feedback on the contribution of Council members was extremely positive. As the strategy planning moves forward, the SRC will continue to play a key role in steering the direction of the strategy.

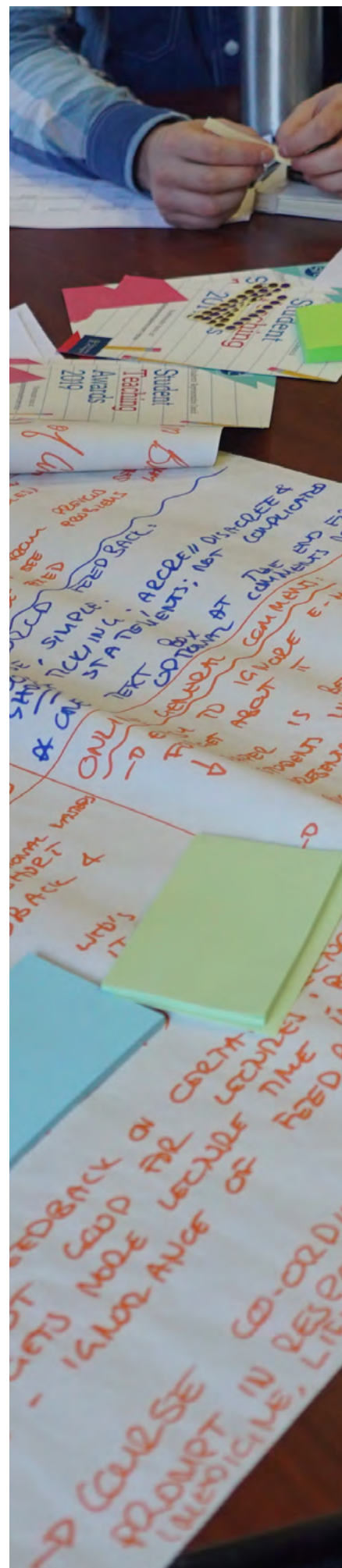
STUDENT EXPERIENCE COMMITTEE

The Student Experience Committee (SEC), established in spring 2018, provides us with an additional opportunity to bring the most pressing non-academic student issues to the highest level in the University. With the GUSRC President as co-chair, and a large percentage of the membership comprised of GUSRC representatives, the student voice is a significant element in the SEC's decision-making. Partnership working between students and senior University leaders is central to the SEC's success as well as its influencing and decision making powers within the University's power hierarchy.

The 2018-19 academic year was the SEC's first full operational year and the work of the committee was steered by the Student Experience Strategy and Action Plan, which had been developed by members over the summer. The key priorities for the year were shaped by a few overarching themes: mental health and well-being, extra-curricular activities and graduate attributes, supporting equality, diversity and inclusion - with a focus on supporting non-traditional students to succeed.

The SEC also set priorities for allocations from the strike fund (salary monies saved by the University as a consequence of staff members being on strike) and in addition created a working group focused on improving the experience of international students.

The GUSRC President and University's Vice Principal for Learning and Teaching coordinated and led a productive joint away day with members from the SEC and University's Learning and Teaching Committee (LTC). Although the SEC's remit is to oversee the non-academic aspects of student life, which provides important focus for specific policy development, there is also a clear need for opportunities for decision makers to come together, as part of a holistic approach to addressing the student experience.





The joint away day allowed us to work together in considering areas of overlap and co-create solutions. Topics included: induction and orientation, content advice in academia, student retention and success, and student well-being. Feedback on the event was extremely positive, with attendees stating how beneficial it was to meet together and discuss a whole University approach to these intersecting issues.

ENHANCEMENT-LED INSTITUTIONAL REVIEW (ELIR)

We were heavily involved in the ELIR process from the start, particularly around engaging with the panel and assisting with the organisation of and attendance at focus groups, as well as contributing to the drafting of the Reflective Analysis and engaging with the ELIR panel.

"SRC Sabbatical Officers have been involved from the earliest stages of planning and preparation for ELIR 4. As this period spanned the election of Sabbatical Officers, a range of meetings were held with both outgoing and current Officers, including the President and Vice President (Education). The current President of the SRC had previously held the position of Vice President (Student Support) which helped to ensure a longer-term view of discussions between the University and SRC, and this in turn informed the meetings that took place. By looking for correlation across the topics that arose in individual meetings, we were able to determine that our themes were well aligned". *ELIR Reflective Analysis 2018*

WORLD-CHANGING GLASGOW TRANSFORMATION PROGRAMME

In 2018 the University embarked on a major transformation agenda, the World-Changing Glasgow Transformation (WCGT) Programme. The programme consists of six projects, three of which are directly related to the student experience:

Assessment and Feedback, Student Forecasting and Enrolment, Student and Staff Service Delivery and a fourth project, Smart Campus, which aims to vastly improve the use of technology at the University to create campuses that work better for students and staff.

The SRC have been deeply involved in WCGT from the outset; the President sits on the programme board which governs and oversees the entire suite of projects, and the membership of each of the four project boards which impact on the student experience also includes at least one sabbatical officer. SRC input to the projects so far has challenged the scope and ambition of each project, ensuring that the significant investment in WCGT results in a truly enhanced and transformed experience for our students. The WCGT team and board members have been very positive about the SRC contribution to the projects, and throughout the last year have regularly sought additional input through meetings with staff leads on the projects, as well as with the external corporate stakeholders who are supporting those projects which require specialist expertise.

The Assessment and Feedback Project, in particular, is a major priority, given student feedback in this area and the University's NSS results. Due to the scale and potential impact of this project, each of the sabbatical officers has been involved in contributing to the shape of the project. We have also facilitated consultation sessions with over 300 students over the last year, including Council members, Class Representatives and on the spot feedback across 2 days in the library. This student involvement has given stronger direction to the project and has resulted in changes to the objectives and measures of success, to better reflect student expectations of assessment and feedback at UofG.



Class Representatives

IMPACTS & BENEFITS

GUSRC is considerably larger than its elected representatives on Council - with over 1,200 class representatives on campus, we consider there is potential to develop engagement and gain wider influence and understanding of learning and teaching. We ran our annual Class Rep Survey for the fourth time in 2019 and received 959 responses.

As in previous years, the survey findings were positive, including:

81% of respondents felt well prepared for their role by the SRC training (rising to 86% for international students).

77% found it easy or very easy to raise issues at Staff Student Liaison Committees (an increase of 5 percentage points on the 2018 figure).

81% reported that some action had been agreed or taken as a result of their input.

75% said they had developed their communication skills as a result of the role, and 70% reported a better understanding of University structures.

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

- 38% improved access to materials/resources
- 34% changes to lecture/tutorial arrangements
- 30% changes to assessments
- 28% changes to course materials
- 27% changes to course structure

The researcher commented:

"As previous surveys have shown, the evidence from the data strongly indicates the beneficial and rewarding experience that most Class Reps have had, and the majority are pleased to have taken the role".

CLASS & POSTGRADUATE REPRESENTATIVE TRAINING

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

EVALUATION OF TRAINING

GUSRC runs two main blocks of training, one per semester. During the academic session 2018-19, we trained a total of 812 Class Representatives (last two years 732 and 771 respectively). A total of 797 evaluation forms were completed. From the forms, we were able to elicit the following:

For the statement *"The training developed my understanding of the rep role"*, 99% (97%) of respondents gave a positive score (4, 5 or 6).

For the statement *"The training defined the student learning and development experience"*, 98% (97%) gave a positive score.

For the statement *"The training explored how I can gather student opinion about learning/research issues"*, 98% (97%) gave a positive score.

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

For the statement *"The training gave me a good overview of the feedback processes here at the University of Glasgow"*, 97% (96%) gave a positive score.

For the trainer's *"knowledge of subject"* and skill at *"involving the group"*, 99% (98%) gave a positive score on each measure. 97% (97%) would recommend the training to other class reps.

This year's evaluation figures are equal to or exceed last year's, shown in brackets.

DEMOGRAPHIC

There was almost no change in the demographic of participants. As would be expected the majority were undergraduates at 68% (66%), with 28% (31%) being PG Taught and 3% (4%) PG Research. Only 3% (3%) of trainees were part time. There was more than double the number of females participating to males (68% to 31% compared with 66% to 34% in 2017-18) and 7% of those participating consider themselves to have a disability (6% last year). 53% (56%) of students were from the UK, 23% (21%) from the EU and 24% (23%) from the rest of the world. Last year's figures are in brackets.

SUCCESS INDICATOR: *Our Strategy states "We will train an average of 800 class representatives per year over the 5 years of this plan and maintain a satisfaction rating of 95% with the training". The number trained has risen against last year's figure, and once again the satisfaction targets were exceeded. We will continue to review and develop the training on an annual basis to ensure these standards are maintained.*



CLASS REPRESENTATIVE MIXER

As we continue our work to strengthen our links with class representatives and encourage effective two way communication, we organised our class rep mixer in semester one. The first such event was held last year and was evaluated positively, with class reps enjoying the opportunity to meet other class reps as well as GUSRC Council members, receive information on the work of GUSRC so far and give feedback on their own experience in the role.

The event was led by the VP Education who presented and facilitated discussion on the following:

- VP Education's priorities for the year
- A summary of findings from the 2018 Class Rep Survey
- An overview of what has been done in response to class rep feedback
- Proposed GUSRC Campaigns for the year and opportunities for class reps to become involved

Following the initial presentation, the event moved forward into group facilitated discussion focused around the following areas:

- How is your role going so far?*
- What skills have you used since attending training?*
- What ways have you collected feedback from your class?*
- How can the SRC support you further?*
- What questions should be asked to evaluate a course?*

Whilst the key focus of this event is essentially on building links and engagement, the feedback gathered is helpful in informing how we work together in the future.

CLASS REPRESENTATIVE CONFERENCE

The third SRC Class Representative Conference was held early in Semester 2 with 145 participants from all colleges representing UG, PGT, and PGR students. In addition to network building and sharing of experiences the key aim was to give class representatives a chance to learn about broader university initiatives beyond their localised remits.

Campus Development – Transformation Project:

This session aimed to evaluate the student journey, considering key points where students felt they were given adequate or inadequate support. It was presented by part of the World-Changing Glasgow Transformation team and tied into their project focused on Staff and Student Services Delivery.

Improving Course Feedback at UofG:

The aim of this session was to gain an understanding of how students provide course feedback within the university, as well as how their feedback is acted on.

Modes of Assessment and Feedback:

This session aimed to understand exemplary ways of assessing students within the university. This was led by the SRC Sabbatical team at the request of the World-Changing Glasgow Transformation team working on the assessment and feedback project.

Conference Feedback:

Class Reps were very positive about the opportunities to gain an understanding of, and input to, the wider University picture. Those attending from the University were appreciative of the opportunity to gain informed input. The feedback indicated a clear desire from the class reps to gain further opportunities for involvement and input on a wider University level.

STAFF BRIEFING- STUDENT REPRESENTATION

In August 2018, the SRC VP (Education) and Senior Advice, Policy & Training Officer hosted a briefing session for University staff with the aim of improving staff engagement with the class rep system, making staff aware of what we are asking of the reps in their role, raising staff awareness of SRC structures and afford staff the opportunity to ask questions and share experiences of administering the class rep system.

There was a Senate Office presence at the session in order that questions about the University side of the policies and processes could be answered effectively. There were 19 attendees and the session was very positively evaluated. It is recommended that at least one similar session is run again in 2019. For the next iteration, we hope to involve Senate Office to a greater degree in the content of the session.

STUDENT REPRESENTATION TOOLKIT

Following on from the staff briefing highlighted above, the VP (Education) and SRC staff members have worked on creating a Student Representation Toolkit, aiming to launch this in time for the 2019-20 academic year.

This is a significant contribution towards the University's work on the current Enhancement Theme, 'Evidence for Enhancement'. There will be a version of the toolkit for class representatives, and a parallel one for staff, and it aims to bring together into one place helpful information such as:

- Key dates and contacts
- Links to the Code of Practice on Student Representation and other relevant policies
- Guidance for class representatives on gathering and using information
- Guidance for staff on holding class rep elections
- A regularly updated selection of good practice from around the University, initially gathered from meetings between the SRC and Schools, and subsequently submitted by Schools themselves once the toolkit is live

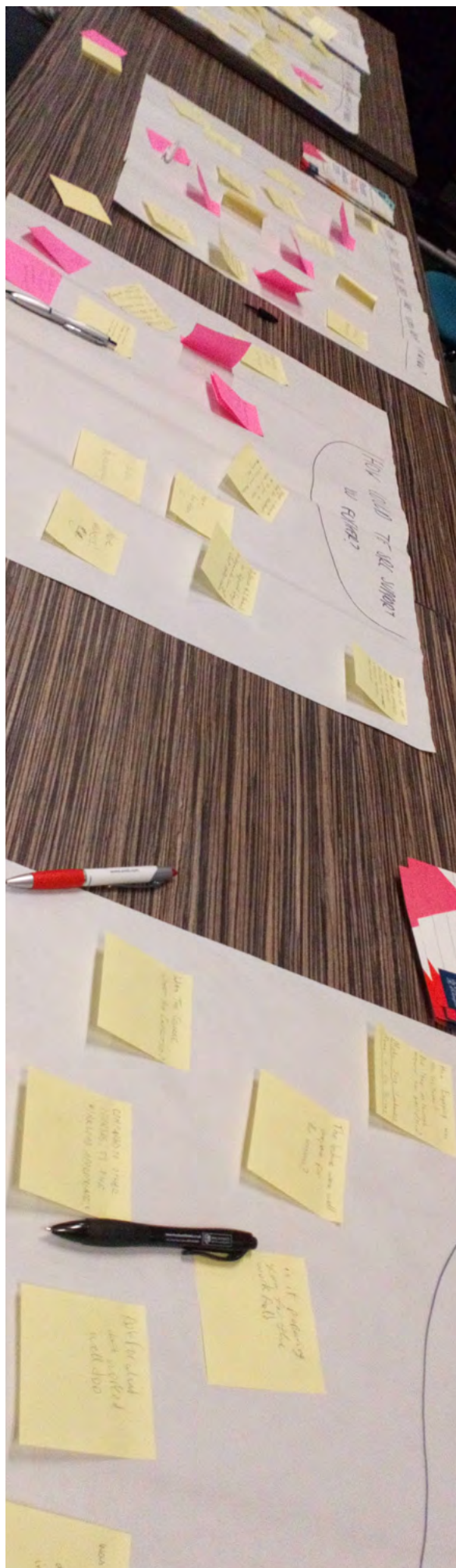
CLASS REP TRAINING FOR ONLINE/DISTANCE LEARNERS

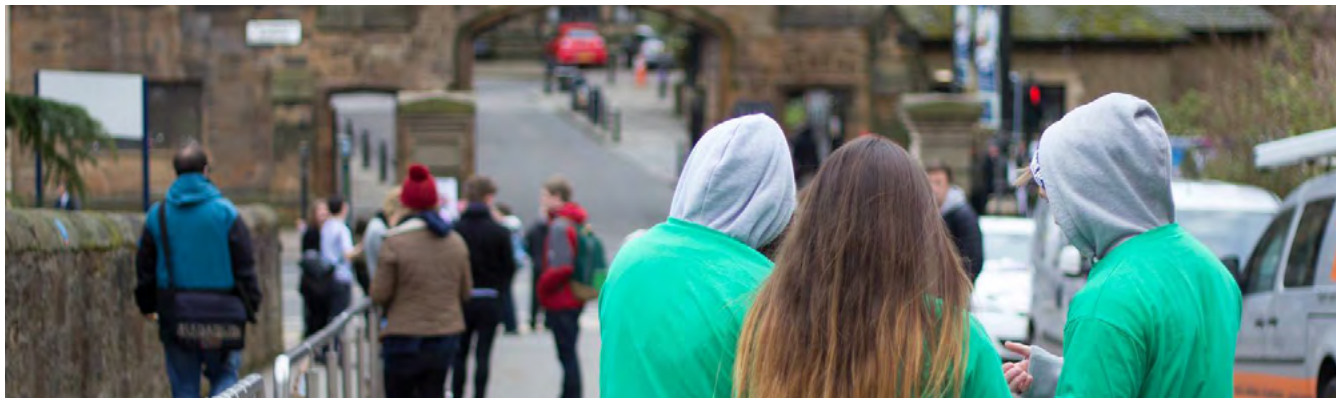
Class Representative Training for Online/Distance Learners was delivered via Moodle by two members of SRC staff from 1st – 9th November 2018 and 8 representatives took part. There was insufficient demand to run the training in semester 2. All 8 students completed an evaluation.

All said they had been able to fully participate in the training. Responses to the quality of the training content were over 99% positive. Similarly, the scores for the trainers' pace, knowledge and ability to create interest and involve the group were 100% positive. 88% of respondents considered the training 'useful' or 'extremely useful'. 100% of respondents would recommend the training to others.

AREAS FOR DEVELOPMENT

As in previous years, the number of reps being elected to their role (as opposed to selected or being the only volunteer) has been identified as an area for improvement. In addition, MyClassReps (formerly Student Voice) continues to be under-utilised.





Academic Issues

PERIODIC SUBJECT REVIEWS

Over the year, student panel members participated in 6 Periodic Subject Reviews (PSRs):

Celtic and Gaelic
 School of Veterinary Medicine
 MVLS Graduate School (Cluster 1)
 Medical Undergraduate School (this had been postponed from the year before)
 School of Engineering
 Politics

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

In an attempt to gauge the quality of student input from student reps, the PSR Panel clerks are asked "can you suggest any changes which might improve the experience for the Student Rep?" Responses included the following:

"I don't know but I would like to record the fact that the student rep made an excellent contribution".

"In advance they expressed some anxiety (not surprisingly) but in the event they appeared confident and clear in their views and displayed great maturity in the way that they participated".

"I had an experienced Student Panel Member as she had undertaken one before – excellent".

"No she was very well prepared".

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

CODE OF STUDENT CONDUCT – FAIRNESS IN APPROACH

Our Advice Team along with the SRC President and VP Student Support met with representatives of Senate Office, University Security and the Executive Director of Academic and Student Services in December 2018, to discuss some areas of student conduct procedures where we felt changes could be made to make the process fairer.

The rise in the number of complex cases – particularly those involving sexual misconduct – was highlighted, and the issue of sufficient resource to properly support students with such cases was also raised, as these numbers are expected to continue to increase once the new reporting system is fully established.

We proposed the introduction of information sheets for students who are suspended or expelled, to give them more information about their status and any next steps. Senate Office has produced a first draft which we have commented on, and work is ongoing.

CHALLENGING CHANGES TO CODE OF CONDUCT

In early 2019, Senate Office proposed some changes to the Code of Student Conduct. Whilst we were happy to support some of the proposals, we expressed strong concerns over others, such as lowering the standard of proof at Senate Assessor level, and removing the right of the accused student to ask questions in a hearing, which we considered were going too far in limiting the rights of students accused of wrongdoing.

We also raised concerns around penalties more generally, particularly for academic misconduct, specifically questioning The University's approach to penalties which appear to be purely focused on punishment, with little consideration of a more constructive approach that would contribute to students' understanding of academic integrity.

We also reiterated the point that penalties for misconduct do not work effectively as a deterrent, when the majority of students are unaware of the severity of penalties. Work on reviewing penalties is ongoing, and we continue to work closely with the Senate Office on progressing matters.



#LECREC

Our #LecRec campaign began in September 2016, following several years of lobbying for a formal lecture recording policy and further investment in technology to support lecture recording. Throughout 2018-19 we continued to work, with Council Members and Class Representatives, on a grassroots campaign to raise awareness within the Schools and Colleges of the benefits of lecture recording.

Since 2016, GUSRC and the University have been monitoring the impact of the #LecRec campaign by noting the number of "events" (lectures) which have been recorded. Last year a total of 5,398 events were recorded, a significant increase on the previous year's figure (2,538) which in itself was a huge uplift on the 2016-17 total (694).

The 5,398 recordings have been viewed over 303,300 times by students, evidencing the demand for lecture capture and demonstrating that academic staff are also embracing change as more opt-in to record each year. In addition to the grassroots #LecRec campaign, throughout the last year we worked in partnership with senior leaders within the University to move from the current opt-in arrangements to an opt-out policy; moving with the shift in culture towards more recording and allowing the process to become streamlined.

GUSRC led on this policy proposal in a collaborative process where we consulted with staff across the University through the College Learning and Teaching Committees. In June 2019 the new opt-out Lecture Recording Policy was given in-principle approval from the University Education, Policy and Strategy Committee, with final approval to be sought from Council of Senate in the new academic year.

DICTIONARIES IN EXAMS

The issues surrounding dictionaries in exams continue to arise. We met with Senate Office to discuss the high number of students who had brought a prohibited dictionary into an exam in the April diet 2019; it was agreed that the communication to students on this subject was not sufficiently clear. It was suggested that in future, photos of the prohibited types of dictionary could be circulated, and the need for all Schools to promote a consistent, clear message in advance of the next exam diet was highlighted.

Subsequently, however, we were extremely concerned to see that students who had fallen foul of the rules in the main diet were still being given penalties of grade H for the affected exam, albeit with a capped re-sit allowed. The capping of the re-sit can adversely affect the student's overall GPA and may prevent them from achieving a merit or distinction in their degree. Anecdotal evidence from students suggested that invigilators were also unclear on the rules and were applying them inconsistently. We have written to the Senate Office and Senior Senate Assessor for Student Conduct to urge that the University take responsibility for the situation and to request leniency for affected students.

POP-UP STUDY SPACES

At certain times of the year students find it difficult to access space to study, on or off campus. We worked with Space Management and Timetabling to identify appropriate rooms on campus and when they would be unoccupied. Once agreed, we ran a cycle of pop-up spaces in the December exam diet in two lecture theatres and some small seminar rooms. Following feedback, we refined and expanded the offer for the May diet during which we offered rooms specifically for 'quiet'

individual study as well as rooms, bookable through GUSRC, for group study. We also used many of the University's pilot technology enhanced active learning (TEAL) spaces in order for more students to benefit from these new spaces.

It has been difficult to gather numbers due to the drop-in nature of the individual bookings but feedback from students and the University's Social Media Team suggests the spaces are well used and appreciated.

24/7 LIBRARY ACCESS

During 2017 we initiated discussions with the University Library regarding the potential for 24/7 opening. With strong support from the University Librarian 24/7 pilots were launched during the exam periods for session 2017/2018.

Demand was far higher than anticipated and a short survey revealed a considerable majority of students favouring 24/7 opening all year round. Throughout 2018/2019 we have been involved in discussions with the University about how to make 24/7 - 365 happen.

Unfortunately, despite goodwill from most parties involved we have not yet managed to move forward. The complexities around alterations to staff contracts to accommodate 24/7 opening have proved difficult to address. In the meantime, 24/7 library access continues to operate for exam periods. We will continue to work on securing a more permanent solution that also covers teaching time.

STUDENT TEACHING AWARDS

This year was the 9th Student Teaching Awards (STAs) organised by GUSRC. The awards aim to celebrate the work of teaching staff, support staff, and student representatives at the University of Glasgow as well as identifying and promoting areas of good practice. The STAs are a strategic priority for GUSRC, as outlined in our 2015-20 Strategic Plan:

"We will promote good teaching through running annual Student Teaching Awards with a minimum of one thousand students participating in the nomination process and report and publicise our findings".

To maximise engagement, nominations were kept open across both semesters from 12th November 2018 to 25th February 2019. Considerable effort was invested in generating participation in the Awards.

Several rounds of a poster campaign and regular stalls in the library were the basis of our engagement strategy which was augmented by a social media campaign and discussion at the class representative conference.

This year we received 1,144 nominations the majority of which were well considered and of high quality. A report of the findings, including examples of good practice, was subsequently presented to the University's Learning and Teaching Committee.





Campus & External Activity

CARE-EXPERIENCED STUDENTS

We held our first lunch event for care-experienced and estranged students, at which 18 students turned up (from a cohort of less than 100). Attendees were very positive about the event and were keen that more lunches be organised. We also approached the Widening Participation team with the idea of holding a graduation drinks reception for those care-experienced and estranged students who are graduating but have no family attending; the idea being that this would be a small event with drinks and light snacks to which all care-experienced and estranged students would be invited (including those not graduating) and we'd establish something akin to a support community, to celebrate the achievements of those who are graduating.

STUDENT CARERS

This year we initiated the Going Higher Recognition Award application process (Carers Trust initiative for HEIs) resulting in the establishment a UofG/GUSRC working group to progress matters. The evidence gathering exercise has been completed and was submitted mid-June. We expect feedback on our submission by the end of July. This project reflects a key University priority as highlighted in the Outcome Agreement Extract below.

"Demonstrate current and future commitment to students (and staff) who are carers

Our recently updated Students' Representative Council Carers' Policy (the first of its kind in Scotland when created in 2011), will be further reviewed as part of the 'Going Higher' award".

UofG Outcome Agreement 2019-20 to 2021-22

RENT GUARANTOR SCHEME

Our Advice Centre receives regular enquiries from students who are having difficulty in finding privately rented accommodation because they do not have a UK-based guarantor, which almost all private landlords and letting agents now require. Some students are asked to pay six or more months' rent in advance in order to be able to rent a property. Apart from the obvious issue of affordability and resulting lack of access to better quality properties, this also creates problems if students need to leave early, with landlords refusing to refund overpaid rent. We approached University managers to discuss development of a Guarantor Scheme to provide assistance, not only to students from overseas, but also to care-experienced and estranged students from the UK who do not have a guarantor.

The University was supportive of the idea, and we have since worked with the University's Financial Aid Team to develop the rules and procedures for the scheme. The scheme went live in June 2019 and we have already referred students to Financial Aid for consideration.

CRIMINAL CONVICTIONS POLICY

The University proposed an updated criminal convictions declaration policy, which would require all students to declare relevant unspent convictions at registration. This was to be approved in principle at a meeting of the Student Experience Committee; having conducted our own research we questioned whether this was the most appropriate direction for the University to take, and declined to approve the policy in principle until more information and specialist input was sought.

The matter was discussed at a subsequent working group meeting, where it became apparent that the use of such a policy as a risk assessment tool was unrealistic, in part because it relies on self-disclosure. Instead, the University agreed to invite students with a relevant unspent conviction to come forward to take advantage of any additional support they might require to succeed in their studies.

BLACK HISTORY MONTH

During Black History Month we held a panel event about excellence in academia entitled "Celebrating Diversity in Academia" which involved BAME academics, along with UG and PG students, discussing their experiences as BAME people in Higher Education. The panel included Geoff Palmer who was the first ever black Professor in Scotland. With turnout over 100, a highly engaging Q&A session involving most members of the audience and considerable social media coverage; the event was extremely well received.

LGBT HISTORY MONTH

During LGBT history month we worked with GULGBTQ+ and had panellists from external organisations including LGBT Youth Scotland, Trans Pride Scotland and the Equality Network and the SRC President. Panellists answered questions on the theme "Past, Present and Future - Journey to LGBT Equality". With a turnout over 70 and a lively debate in the room as well as on Twitter, the event was well received.



STUDENT EMPLOYMENT RIGHTS

Given the number of students working in part time jobs that involve unsocial hours, we met with a representative from the STUC's Young Workers Project to discuss ways we could work together to promote their "Safe Home Campaign", as well as other initiatives aimed at raising awareness amongst students about their employment rights.

Since then we have used our social media channels to promote various events and campaigns run by STUC (and their affiliated organisations) including: the Safe Home Campaign, a series of workshops on various aspects of employment rights, specifically aimed at students and young people, and most recently an event as part of Women's History Month that looked at women in the workplace. We are discussing the possibility of holding some events specifically for UofG students to give practical advice and support around part-time employment.

PERIOD POVERTY: FREE SANITARY PRODUCTS

In response to the growing awareness of the impact of period poverty, we began lobbying the University in 2017 to provide free sanitary products to students. In early 2018, the Scottish Government announced a new policy commitment to fund all education providers in Scotland to roll out free sanitary protection to all school pupils and HE/FE students.

Over the course of the last year we worked closely with the University to oversee the roll-out of the campaign and influenced the decision to appoint a supply partner who match every purchase with a donation to school pupils across the UK who cannot afford to buy products. We were also instrumental in steering the group to invest in reusable & sustainable products, reflecting, we believe, the values of the student population.

INVISIBLE DISABILITIES CAMPAIGN

Working in partnership with students in the SRC Disabled Students' Network (DSN), we developed a campaign to raise awareness of invisible disabilities. Students within the DSN had raised concerns about feeling uncomfortable with using accessible bathrooms or taking the lift for only 1 or 2 floors. The campaign took the form of social media posts and posters across campus, next to toilets, lifts and entrances to buildings. The posters highlighted that not all disabilities are visible and reminded people to be mindful of those around them. The campaign received positive feedback from students and staff, and more work continues in this area.

INTERNATIONAL DAY OF PERSONS WITH DISABILITIES

To mark the International Day of Persons with Disabilities on 3rd December, the SRC hosted a discussion event, led by the SRC Disability Equality Officer. The event saw students, SRC council members and staff discuss issues facing disabled students and how to make the university an accessible place for all students. The points raised at this event were then taken to the Disability Equality Group in the university. The Disability Equality Officer also wrote a blog post for the our website, giving resources and tips for any disabled UofG student to use.

SUPPORT FOR STUDENT PARENTS

Following last year's GUSRC commissioned research into the needs of Student Parents, a University/GUSRC joint working group was established to address the research findings. The working group developed a policy for the Support of Student Parents along the lines of the GUSRC devised Student Carers' policy. The policy includes guidance for staff on types of adjustments which may be appropriate to support student

parents in combining study and parental responsibilities. After consideration and endorsement by the University Student Experience Committee, the Policy was launched in April 2019. The Family Study Lounge in the University Library, which was introduced as a result of our research, continues to be extremely well used. The provision of a lounge with a study space as well as books, a soft play area, comfortable seating and a breastfeeding area has been a real hit with student parents. The Library continue to show real commitment to the success of the space and afford us the opportunity to work alongside them in organising events for student parents in the lounge.

CAMPUS ESTATES DEVELOPMENT

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

INTERNATIONAL WEEKEND

This year we implemented a new initiative - 'International Weekend'. The idea was to organise a range of social events into one clustered weekend post-registration and pre-Freshers' Week so international students could get all the formal aspects of international orientation week out of the way and concentrate on enjoying themselves. Activities included: Student Life Talks, Current Student Meet and Greets, International Cafés and Speed Mating. To develop this we worked closely with the International Support Team.

"The weekend between International Orientation and Freshers' Week can be a time when the initial elation of arrival in a new country wears off and homesickness or doubts set in. As most offices are closed, having a selection of social events available as well as the opportunity to speak to student helpers can make all the difference to a new arrival. The International Student Support team were delighted to collaborate with the SRC in the creation of "International Weekend" for September 2018 and hope to continue to work together to develop and enhance the arrival experience for our international students".

Avril MacGregor - Senior International Student Adviser

GUSRC IN THE MEDIA

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

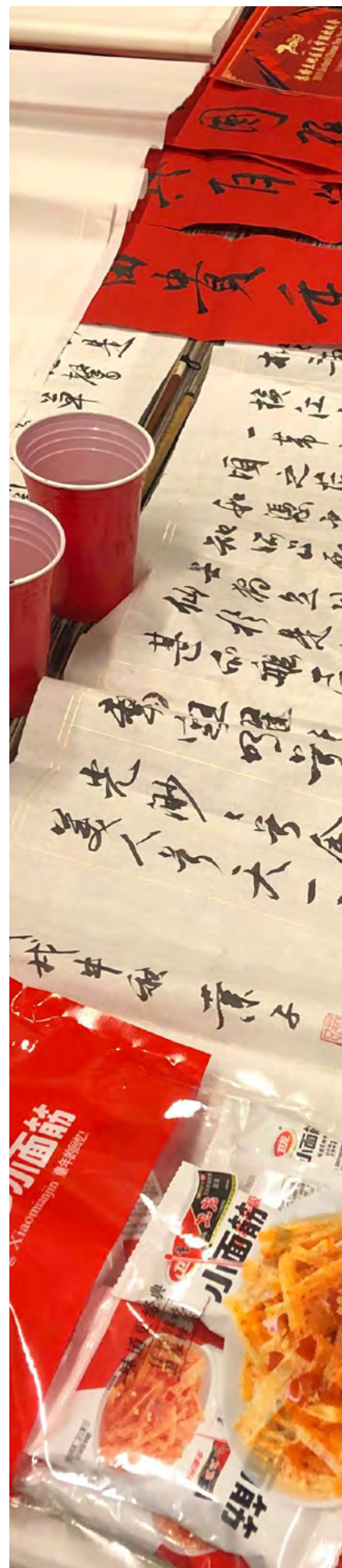
Traditionally, GUSRC has maintained a positive working relationship with both local and national media outlets. Independence from the National Union of Students ensures GUSRC has freedom to comment on matters independently, thus reflecting the interests of the particular students it represents. Some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

The Times
The Scotsman
The Herald
The Irish Times
BBC Scotland
The Journal
Evening Times
Radio Scotland
The Guardian
Daily Record
Common Space
STV
The Herald

CHILD POVERTY ACTION GROUP (CPAG)

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

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





Mental Health

MENTAL HEALTH ACTION PLAN

UofG, along with many Universities throughout the UK and beyond, has reported sharp rises in students experiencing mental health issues during their studies. We continue to work closely with UofG on the implementation and review of the University's Mental Health Action Plan, which has a clear focus on providing greater support for those impacted by mental health issues, minimising the associated stigma and improving the quality of interventions for staff and students who require support.

During the plan's development in 2017 we were key in ensuring that the action plan placed a strong emphasis on peer-led and early-intervention initiatives, and that it presents a holistic view of well-being as something which should be prioritised throughout the student experience, not just at crisis point - all points we continue to make and which have manifested through a range of joint initiatives.

MENTAL HEALTH: PEER SUPPORT TRAINING

We were awarded £22,000 by the National Lottery in March 2017 which enabled us to roll out the third iteration of our successful Mind Your Mate programme during 2018/2019. The funding allowed us to recruit and train a cohort of 12 volunteer trainers in suicide prevention. Funding for the initial phase of the project had enabled us to fund the training of only 6 volunteers, most of whom have now left the project. The development of a further 12 trainers has enabled us to sustain the programme, despite previous departures, which are generally a result of student trainers graduating and moving on.

The 12 Volunteers, who deliver the session in pairs, went on to deliver suicide prevention training to 315 students over 18 sessions during 2018/2019. From the 246 participant evaluation sheets completed we are able to ascertain the following:

- 96% of respondents agreed that they were considerably more likely to identify students experiencing mental health problems.
- 92% of participants agreed that they were considerably more likely to identify students at risk of suicide.
- 92% of participants agreed that they would be more confident in supporting someone they believed to be at risk of suicide.
- 97% of participants agreed that their knowledge of referral options open to those with mental health issues had developed substantially.

We had originally set a target of 500 trainees over the year. The logistics of organising sessions and delays in support staff recruitment meant that we didn't reach our target this year. However, as awareness of the training grows so does demand and we anticipate a minimum of 500 participants in the next academic session.

The Mind Your Mate sessions cover not only suicide prevention skills but raise awareness of the causes of depression and suicide, as well as ways to improve resilience. They bring students together and introduce them to the opportunities on campus to form informal peer support networks. Loneliness and isolation is often cited as a reason for early withdrawal from the university, and we seek to increase opportunities



DE-STRESS PROGRAMME

for students to talk about mental health, to form social and peer support and to feel more integrated within the university environment. This training provides students with the information and skills to recognise signs within themselves, and those around them, that they may need help, and provides practical help for tackling loneliness and isolation as key factors in depression. Research in the field of well-being, and the feedback from our students, highlights the need for multiple interventions and widespread awareness raising; it is this that this project seeks to address.

Postgraduate Research Students (PGRs) often work in isolation, and we were asked to run two sessions for PGRs in May 2019. The sessions were well received and we've been advised that the University would like to roll out the training to all PGRs in the coming year.

"PGR study is extremely challenging due to issues such as isolation, imposter syndrome and perfectionism and we hope to run more of these sessions next year to promote a more positive culture of wellbeing". "The feedback received informally from the colleges and PGRs has been very positive. We're keen to offer the course to the whole PGR cohort".

Dr. Elizabeth Adams - Researcher Development Manager

Once again GUSRC led on the coordination and delivery of the Exam De-stress programme. The programme was run over both semesters during the exam period. We developed a range of promotional materials including flyers and posters as well as electronic material for social media, campus screens etc. We filled 1,100 de-stress packs with a range of materials accessed through donations, including: HI Tea tea bags, Deliciously Ella Energy Balls, candles, condoms, discount vouchers for the Unions' kitchens, healthy recipes, GUSA health tips and stress balls. Packs were distributed outside the library whilst some were also taken to Garscube and Dumfries campus.

The Exam De-stress Doodle wall proved extremely popular and was well supported, with many students taking the opportunity to write their exam de-stress tips or messages of support for their fellow students on the wall allocated by the library. There were a range of events run by the different student bodies including: Tea Stress, Yoga, Pottery Painting, Super-sized Beats Exercise Sessions, Mindfulness and a host of other sessions designed to assist with stress relief.

Although no evaluation was carried out, there were high levels of participation in all events and the De-stress Doodle wall was full. In addition to the stress relieving aspects of participation in the events, the publicity around the de-stress programme also encourages discussion amongst students about their own stress levels and feelings.



Gender-based Violence

"COLLABORATING FOR CHANGE"

The SRC President and VP Student Support are currently collaborating with University Academic Staff and Rape Crisis on a chapter in a book entitled "Collaborating for change: Transforming cultures to end gender-based violence in higher education" which will explore the GBV work at Glasgow from the perspective of students and staff working collaboratively. It will describe the trajectory from grassroots student activism (Let's Talk Campaign) to where we are now and highlight the SRCs leadership on this issue from the outset, the creation of the strategy group, the partnership with Rape Crisis and participation in UK work. The book is expected to be published in early 2020.

IT STOPS NOW

The It Stops Now campaign is funded by the European Commission and led by ESHE (Ending Sexual Violence and Harassment in Third Level Education), a partnership between HE institutions, specialist support agencies and NGOs from across Europe. The campaign aims to build a culture of zero tolerance in third level institutions throughout Europe, by developing a feminist understanding of the causes and effects of sexual harassment and violence.

We worked with Rape Crisis Scotland to launch the campaign at UofG; the first launch at any UK HE institution. The launch involved the creation of a visually engaging and provocative "mural" wall on level 3 of the library, aimed at tackling myths and stereotypes about gender-based violence, and encouraging active bystander intervention. The It Stops Now video was also released across SRC and UofG social media channels. We were also invited to speak at the It Stops Now conference in Dublin, to discuss our role as the first partner in the UK roll-out of the campaign.

LET'S TALK ABOUT SEXUAL VIOLENCE

We continue to work in partnership with Rape Crisis Scotland to develop and co-deliver comprehensive Sexual Violence Prevention training tailored to University students. The first of its kind in Scotland, the model is a cascading 'train the trainer' model where students are trained to deliver the workshop to their peers.

This year we recruited 34 student trainers (14 from Glasgow Caledonian and 20 from UofG) and co-delivered a week-long train the trainer conference for the 34 volunteer recruits. A total of 318 UofG students participated in the training over the year.

GUSRC working with students and staff to assess policies to prevent and eradicate all forms of gender based violence:

"With Rape Crisis Scotland, the University has rolled out three levels of training, two day training for first responders of GBV, 5 hour training for front line staff and the Student Representative Council are in their third year of rolling out 'Let's Talk' training – it is estimated over 1000 students have now received this".

UofG Outcome Agreement 2019–20 to 2021–22

REPORTING SEXUAL HARASSMENT

Let's Talk about Sexual Violence is one part of wider GUSRC work around gender-based violence at UofG. We have been working with the University, who have been very supportive, on the introduction of an online tool for reporting sexual harassment. The tool incorporates the anonymous reporting function we lobbied for, with a soft launch in October 2018 and a full launch in January 2019. It is expected that development of the tool will be an iterative process with the first year's use being reviewed and evaluated by the Gender-based Violence Strategy Group to enable improvements to be made where needed.



Postgraduate Engagement & Representation

An ongoing priority continues to be strengthening our engagement with postgraduate students. The Postgraduate student population is particularly diverse incorporating students from over 130 countries, mature students, part-time students and those undertaking their degrees at a distance either online or in professional settings such as the NHS and industry.

During the last year, with input from GUSRC, the oversight of postgraduate taught students (PGTs) has been moved under the auspices of the University's Learning and Teaching governance framework, which has robust and long-standing GUSRC involvement. However, with postgraduate research students (PGRs), the governance structures are not as clear and the federal nature of the graduate schools and research institutes makes PGR representation incredibly opaque, as highlighted through the recent ELIR.

"The SRC acknowledged that, while arrangements for the majority of undergraduate students were very good, representation and engagement among postgraduate research (PGR) and mature students would benefit from improvement. The SRC is undertaking work with the Deans of Graduate Schools and PhD groups, to gain a full overview of the PGR student experience in order to develop more effective representative structures which will work alongside existing activities being undertaken within Colleges and through the PhD society". *Enhancement-led Institutional Review of University of Glasgow, Technical Report, March 2019*

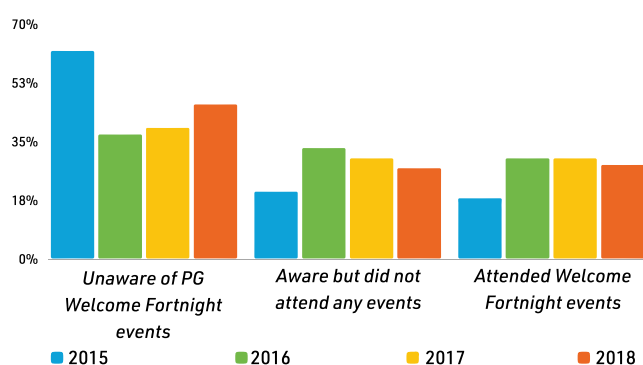
Over the course of the last year we began working in partnership with the newly-revived PhD Society, led by PGR students from across the institution. By working with PhD students to identify priorities and areas for improvement, we hope to develop a more structured and transparent approach to representing

the 2,700+ postgraduate research students. This work is at a very early stage however and much depends on the will of the graduate schools themselves to buy into this work.

POSTGRADUATE WELCOME FORTNIGHT

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

We incorporate questions on Welcome Fortnight in our Freshers' Week survey. The events themselves had a similar attendance as in previous years, and overall the feedback from this survey was positive. 28% of postgraduate respondents attended the events, a slight decrease on previous years, those aware of PG Welcome Fortnight but not attending decreased from 30% - 27% and the figure for those respondents with no awareness increased from 39% - 46% as highlighted in the chart below. We were disappointed with the drop in awareness and will be reviewing our communications for future years.



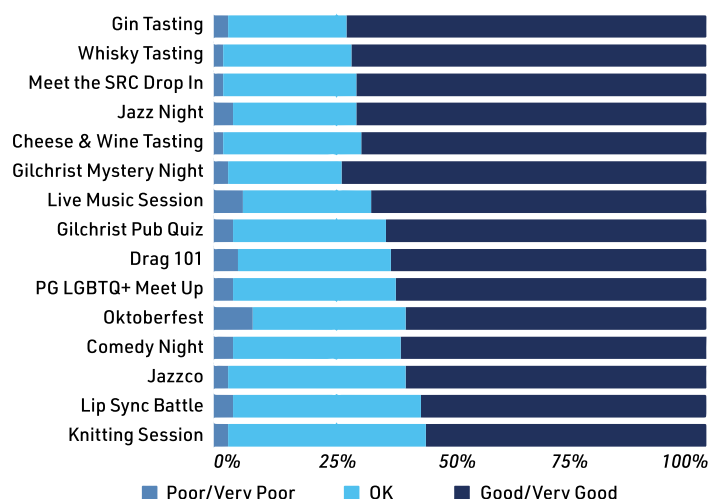


ONGOING ACTIVITIES AND EVENTS

The majority of our events were at full capacity. They were generally held in the evening to combat the isolation reported by many postgraduates, especially in the early stages. The purpose of the events ranged from orientation to entertainment with many combining both. These events included PG LGBTQ+ meet up, whisky tastings, a drag night, murder mystery, live music, a comedy night, a pub quiz, live jazz music, knitting, a gin tasting, Oktoberfest, a cheese and wine night and an SRC meet and greet.

EVENTS FEEDBACK

Amongst those that attended a specific SRC Postgraduate Welcome Fortnight event, the majority of events were viewed in a positive light. This year the Gin Tasting and the Whisky Tasting were rated the highest. As is illustrated in the chart below, very few students rated any event Poor / Very Poor:



At the beginning of 2019, the Gilchrist was refurbished in order to bring a newer and more characteristic feel to the space, with the aim to promote it as a social venue and bar in addition to a café. The seminar room (now called the Wee G) had the most drastic transformation, as what previously resembled a sterile teaching room was revamped as an extension to the main bar area. The refurbishment has created a more friendly, fresh and atmospheric feel to the entire space which will impact future events.

This year we focused on fostering a relationship with clubs and societies on campus in order to encourage them to use and hold events in the space. We did this by extending free room hire in the evenings and weekends, and enhancing publicising of this provision through inclusion in mandatory society inductions.

This has created benefits for both ourselves and the clubs. We are able to offer clubs free room hire, general events planning advice, admin support, operate a ticket sales hosting site, communication with University staff, and provide free publicity which they might not otherwise be able to access. This has enabled us to offer an even wider range of events, cultural exchange opportunities and creative diversity.

One of these collaborations included working with the Chinese Students and Scholars Association to run an all-day Chinese New Year celebration which spanned the entirety of the café and Wee G, our biggest Chinese New Year celebration to date.

We have also reached out to the newly revived PhD Society who began holding regular coffee meet-ups in our space, and we have plans to foster this relationship further.

Support & Well-being

3

“We will promote the well-being of existing and potential students by offering unique support services which contribute to an inclusive and supportive campus environment”.



The Advice Centre

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

CLIENT CONTACT

During the year, the advice team dealt with 1,872 cases (compared with last year's figures of 312 anonymous enquiries and 1610 cases). The figures for last year are combined from old and new databases; the new database does not count anonymous enquiries separately from cases. This figure also shows that the second half of the year is just as busy as the first for the advice centre (by the end of December 2018 we had dealt with 936 cases, almost exactly half the annual total).

TIME SPENT

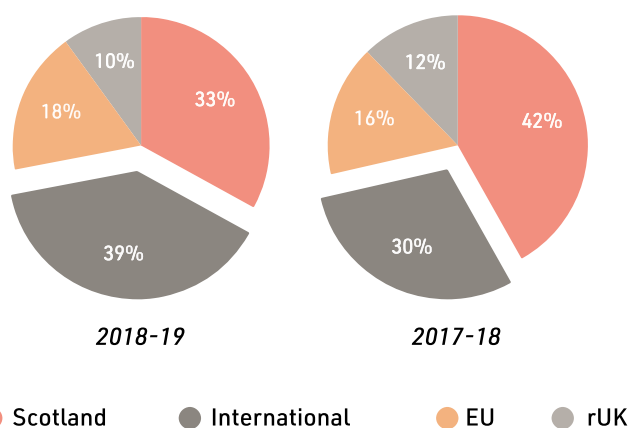
88,855 (76,376) minutes were spent in direct contact with clients during the year. A further 43,122 (33,042) minutes were spent on non-contact casework (e.g. researching information for clients, contact with third parties on clients' behalf and so on). Last year's figures are in brackets.

This equates to roughly 9 hours per day spent by the team on advice work, compared with just over 7 hours per day in 2017-

18. 35% of cases were classed as 'Quick Advice Given', which meant they were dealt with in a single interaction. Conversely, therefore, 65% of cases required more work to resolve.

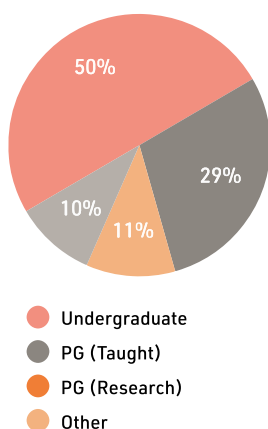
STUDENT ORIGIN / FEE STATUS

The proportion of Scottish domiciled students using our service is again slightly lower than previous years at 33% of those identified (42% last year). The proportion of international students was higher at 39% (30%) as was the figure for EU students at 18% (16%). Home (rUK) students made up 10% which was slightly lower than last year's figure of 12%. These figures should be treated with caution as around half of our clients did not provide information about their origin/fee status so this is not a complete picture. Last year's figures in brackets.



TYPE OF STUDENT

Of those identified, 50% were undergraduates, 29% were postgraduate (taught) students and 11% were postgraduate (research) students. The remainder of our client group includes staff, students' parents, former students, prospective students and members of the public (10%). Again, however around a third of our clients did not provide this information so this is not definitive.



CASE TYPES

As in previous years, University/Academic issues (835; last year 757 cases), Housing (455; last year 481 cases) and Finance (156; last year 151 cases) are the most common types of enquiry.

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

1. Academic Appeal
2. Student Conduct (Plagiarism/Collusion)
3. Finding Accommodation
4. Other University/Study Issues
5. Student Conduct (Exam)
6. Academic Complaint
7. Housing – Disrepair/Environmental Health
8. Academic Good Cause
9. Academic Progress
10. Leaving Private Rented Accommodation Early

OUTCOMES & GAINS

Over the year there were:

38 appeal outcomes, of which 23 were successful (2017/18: 52/35)
112 conduct cases of which 66 were successful (2017/18: 86/55)
3 complaint cases, of which 2 were successful (2017/18: 6/4)
32 financial gains, totalling £55,019 (2017/18: £61,993)
253 Non-financial gains (2017/18: 280)

Non-financial gains included the matter being resolved by the advice centre's involvement, advising students on funding and housing rights, assisting with council tax exemptions, advice as the result of checking leases, students being accepted back onto courses (15 cases), resubmissions or resits being granted (31 cases). In addition, 14 students had a grade reviewed/revised; 2 received an apology. In 191 cases, students were provided with information they needed to make a decision about how to proceed with the issue.

As always, there were potentially many more positive outcomes but we can only record confirmations from students when they choose to inform us. 259 cases were closed in 2018-19 simply because the student did not make contact with us again. As we have done for the last two years, The Advice Team again made efforts to reach a wider audience, using a communications programme of social media output to publicise our range of web-based information at relevant times of year for particular topics.

In doing this we aim to make information available to students at the most likely point of need. We have also reviewed and updated sections of our website and added new resources as the need becomes apparent. We are confident that many more students benefit from information downloaded from the advice section of the website or from the range of rights-based leaflets we produce, although we have no way to quantify this.



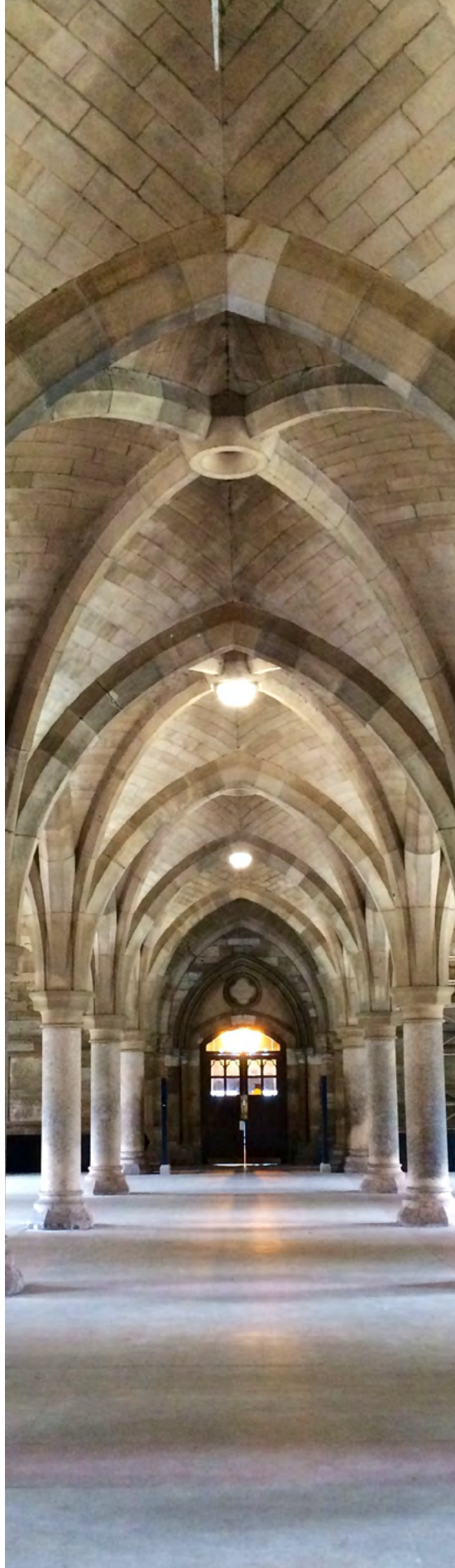
Advice Centre Case Studies

Student A did not pass their end of year exams and were invited to submit reasons for their performance being affected to the Progress Committee for their consideration. The student explained that they had suffered health problems and in addition had been experiencing some difficult family circumstances.

Unfortunately, the Progress Committee rejected the case, and the student decided to submit an academic appeal. With help from the SRC, the student ascertained that one of the main reasons why the Progress Committee had rejected the case was because the quality of supporting medical evidence was held to be insufficient. This had been an oversight by the student, and the student was then able to collect new medical evidence. Together with the SRC representative, the student attended the hearing and was able to put forward a convincing case. As a result, the College Appeals Committee upheld the case, and the student was permitted to return to the course.

Student B wanted to end their tenancy before the date given on their tenancy agreement. Their private landlord had given them a 12 month tenancy agreement, required they pay 12 months' rent in advance, plus a deposit of £300. The tenancy began after 1/12/17 however it was not given as a Private Residential Tenancy under the new law, and no evidence of a deposit scheme was given. We therefore wrote to the landlord explaining that they had not given the correct tenancy agreement, they had asked for rent in advance for a period longer than legally allowed (6 months), and they had not provided details of a deposit scheme. We requested they should allow our client to end the tenancy with 28 days' notice, refund all rent in advance covering the period beyond that notice period and repay the deposit in full.

The landlord approached a solicitor in an effort to put various conditions on the repayment, however we were able to highlight to the solicitor the implications of any delay in repayment, which resulted in an immediate repayment to our client totalling approximately £4000.



Student C attended an exam and had been told by the invigilator that their English language dictionary was the wrong type and it was confiscated as a prohibited item. Later, the student was informed that they must attend a meeting with the Senate Assessors for Student Conduct. Normally the penalty for taking a prohibited item into an exam is an 'H' grade with no resit.

The student came to the SRC Advice Centre for help, and we knew that recently, the Senate Office had created a new declaration form for students to sign. On investigation, we found that the student had been given an old-style 'Use of Dictionary' declaration form by their School to sign, where this kind of language dictionary was not specifically listed as being prohibited. All the schools should have been aware of the new form when it was updated, but in this case they did not appear to have updated their information.

We helped the student to argue their case that it was not their fault as they could not have known their dictionary was prohibited. After the Senate Assessors hearing, the student was permitted to retake the exam, without penalty, and the Senate Office sent the school a reminder message about updating the new forms.

However, unclear communication regarding dictionaries, and penalties given to students who bring the wrong dictionaries to exams, continue to cause concern to both the advice team and the sabbatical officers. This will be pursued further in 2019-20.

Student D had significant mental health problems and had been taken advantage of by a person pretending to be a private health professional. This person gave the student a fake medical letter, which the student submitted to the University as the student did not realise that this person was an imposter. On investigating this matter the School noticed that this letter was not from a real health professional and referred the student to the Senate Student Conduct Committee for submitting a false document.

Due to the student's health problems they found it difficult to explain clearly to the committee why they didn't realise this person was an imposter. However, as a member of the Advice team attended the hearing with the student, we were able to create a coherent and strong case in support of the student, resulting in the student being found not guilty of any breach of the code of conduct.

Student E felt that poor supervision and changes made to their dissertation subject contributed to them not achieving a merit / distinction in their overall Masters. The student performed really well throughout the year and was on course for distinction, but then got D3 in the dissertation. The Advice Centre helped the student prepare an appeal and accompanied them to the appeal hearing.

This was successful with the student now choosing whether to resubmit the dissertation or opt for a completely new area. The student wrote to us afterwards saying **"Thank you again for everything! You have been great!"**.



Student F had been awarded minimum maintenance loan by SAAS, and was having problems with obtaining the bursary, due to their step-father not providing financial records. The Advice Centre contacted SAAS on behalf of the student to clear everything up and update student's status. Following our intervention, SAAS paid the bursary and increased the maintenance loan from minimum to maximum.

Student G was unhappy at unfairness in the way course choices were presented to students and the first come first served basis for this. The Advice Centre guided the student through a few emails to her course convenor, initially holding back from the formal complaints process and encouraging the student to put points directly to the convenor. After a few emails back and forth, student was able to achieve much more clarity and have sight of changes that will be implemented following her feedback.

Student H sought advice on putting together a complaint to their bank, then following the bank's poor response, the Advice Centre researched some previous decisions and helped put together a Financial Ombudsman complaint. Student H submitted this and after a long wait had their full amount (£880) refunded. The student emailed us to say **"Thank you very much for all your help, I am incredibly grateful for everything you did!"**.



Services, Information & Publications

NEW & UPDATED INFORMATION RESOURCES: WEB-BASED

GUSRC's website continues to be the "go to place" for independent, accurate and up to date rights based information and advice for students on a host of topics unavailable elsewhere on University platforms. During the year our advice team reviewed and updated website information resources on the following topics, available at: glasgowstudent.net/advice

- Sexual Violence Support and Resources (to include information on sharing of intimate images without consent)
- Transport
- 'Leaving early and sub-letting' (new web-page) and updates to Flat-hunting web-page
- Health & Safety
- Working & Spending
- Benefit claims in the summer (to raise awareness of the pitfalls of switching from legacy benefits to Universal Credit)

NEW & UPDATED INFORMATION RESOURCES: PRINT-BASED

In addition to the web based information, the advice team wrote and published a new guidance leaflet, '*Repairs in Private Rented Housing*'. Information leaflets on Housing Scams and Employment Rights were also updated and re-printed.

WELCOME POINT

The Welcome Point remains the key contact point for events such as Offer Holders' Day and Open Day. It is an ideal show-piece for new visitors to campus with our student staff team happy to engage and inform visitors. We open the space at weekends for University events such as Open Day as well

as Freshers' Week and other events where appropriate. The Welcome Point handled 39,385 enquiries over the year, a rise of 12.5% on 34,969 the previous year. The space is also used for small exhibitions and displays, and is currently being used to display banners and models demonstrating the proposals for the new campus development.

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

SECOND HAND BOOKSHOP

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

A total of 4,199 books were sold over the year against 4,912 in 2017-2018. Total estimated savings to students buying the second-hand books are approximately £19,000 whilst those students selling books generated income of £29,000 from the sales. Total financial benefit to students using the service over the period is £48,000 (against £53,000 in 2018 and £57,000 in 2017).

PHOTOCOPYING, PRINTING & BINDING

GUSRC continues to offer high quality printing and photocopying facilities to all students at a considerably lower rate than commercial high street agencies, however, introduction of the University pull print service at comparable rates has impacted on demand over recent years. Photocopying unit sales dropped by 6% to 102,801 against 110,013 units in the previous year. There is a significant downward trend with a 57% drop in sales over the last four years. However, the service is still cost effective to deliver and is important if we are to meet the burgeoning demand for our binding service which has enjoyed a 52% increase in sales over the last three years. Inevitably, digital innovations will continue to reduce demand for these services, and we will keep the situation under review.

JOBSHOP

Jobshop is a free 'job and skills' matching service, provided to all students and employers. Employers contact GUSRC with employment opportunities which are then advertised to students through GUSRC's website. GUSRC also produces information for students about their employment rights and joining trade unions in order to prevent/minimise employer exploitation. Our employment rights booklet, 'Wage Slave or Winner' can be found at:

glasgowstudent.net/advice/working-and-spending/

STUDENT GUIDE

The Student Guide, produced by GUSRC, has long been seen as the key introductory document to life in Glasgow in general, and the University of Glasgow in particular. Produced to high quality print and design standards, normally 7,000 copies of The Guide are distributed directly to new undergraduate and postgraduate students as part of the registration process.

The Guide is not produced as a "throwaway" document. The high standard of presentation, quality of writing and range of information ensures that The Guide is kept and used as a reference book throughout the year. As with last year, we reviewed all aspects of The Guide, including design, content and

structure in order to produce a stylish and up to date document which will hopefully serve as a useful introduction to life at the University and the city itself.

FRESHERS' WEEK

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

Wristband sales for 2018 saw a small rise in full price ticket sales from 2,741 to 2,803. Direct door sales generated additional income of £2,486, a small rise of £185 against 2017's figure. Although there was a slight increase in the number of Freshers' Passes sold, the revenue, after top slice expenses, dropped from £88,598 in 2017 to £80,027 this year. Glasgow University Union and Queen Margaret Union each received an allocation of £25,209. Glasgow University Sports Association and GUSRC each received £14,805. This percentage split is historical and has no particular rationale.

In recent years GUSRC have commissioned and funded an independent evaluation of Freshers' Week and have proposed changes based on the findings; the full report can be accessed through our website. Responses in terms of value for money have stayed fairly consistent, as the short extract below highlights. However the extract also outlines lack of clarity on the offer as a key factor in students drawing more negative conclusions:

"Respondents' value for money perceptions have stayed relatively steady over the lifetime of the survey, fluctuating between 64%-74% of respondents (recording a positive statement). A third felt the Wristband poor value, mainly because of their inability to attend as many events as they initially envisaged, because daytime events did not require a Wristband, or due to the confusion around which weekend events were included".





4

Volunteering & Community Engagement

“We will enhance the cultural and community life of our students by promoting personal development and encouraging active citizenship”.

Strategic Aim 3 - GUSRC Strategic Plan 2015-2020



Volunteering

GUSRC is acknowledged by the University as the key partner organisation for progressing and supporting extracurricular activity at UofG.

"In partnership with the SRC and student services, we are increasing engagement with extracurricular activities through societies, volunteering, internships, enterprise, to promote skills development". *UofG Outcome Agreement 2019–20 to 2021–22*

We currently facilitate almost 3,500 volunteering opportunities, both on and off campus. From our student media teams, to those who volunteer in the local communities, our class representatives, council members and our societies' office bearers, there are many students who freely give up their time to benefit others.

GU VOLUNTEERING (FORMERLY STUDENT VOLUNTEER SUPPORT SERVICE)

GU Volunteering is the key component in our volunteer offer with a particular focus on civic engagement, assisting UofG students and GUSRC itself in bridging the gap between the University and some of the communities it serves. Through GU Volunteering many students have the opportunity to find and pursue new interests whilst developing themselves as individuals and learning about life beyond the more structured learning environment. Historical funding limits have restricted our potential to develop our work around

volunteering. In acknowledging this and in emphasising its own commitment to promoting active citizenship, enhancing employability and developing graduate attributes, the University awarded us a funding uplift for 2018/2019 to assist with increasing our capacity in this area. Consequently, we have been able to increase GU Volunteering from the long-standing 'department of one' to two members.

The Student Opportunities Coordinator (appointed September 2018) and a Volunteer Administration & Support Officer (appointed November 2018) make up the new team. Whilst it is already evident that the new structure offers opportunities to develop our work in this area, resources are still comparatively limited and we are planning to review our internal resource allocation to enable additional support in this area.

SERVICE PROMOTION

We again organised a stand-alone volunteer information session during Fresher's Week, and attracted well over 100 first year students to hear the experiences of existing volunteers and receive information about available options. Promotion of volunteering was also incorporated within the induction script delivered to all first years by GUSRC sabbatical officers. The GU Volunteering team were also invited by some departments to talk to students about particular volunteering opportunities and communicated with over 2,000 students.

Civic Engagement Examples

GLASGOW UNIVERSITY ENVIRONMENTAL TASK FORCE

As a means of developing a more positive student identity in the West End, we linked with Community Safety Glasgow, local community residents' groups, Hillhead Community Council and Friends of the River Kelvin, to establish GUETF. As this is our first neighbourhood environmental clean-up/litter picking initiative we decided to run it as a pilot program.

Students wearing SRC high visibility bibs work shoulder to shoulder with local residents, improving the local area and building new community links. Eight UofG students participated in the first event which appeared to be well received by all involved. The summer break will give us an opportunity to review the pilot and decide whether to proceed with the project in the coming year.

GLASGOW'S IMPROVEMENT CHALLENGE

We've developed links with Glasgow's Improvement Challenge (GIC), to develop our Classroom Support and Scotland Reads volunteering opportunities. GIC is part of the Scottish Attainment Challenge and aims to raise attainment in numeracy and literacy for all children and young people, through targeted support and intervention.

GIC have assisted in identifying new schools, specifically those that fall within the Scottish Index of Multiple Deprivation (SIMD), in need of additional support from GUSRC volunteers. Our work with GIC and established partnerships has already resulted in schools contacting us directly for support, through word of mouth.

REFUWEEGEE

GU Volunteering has established partnership with Refuweegee. It's a distinctly Glaswegian charity, begun in 2015 to welcome forcibly displaced refugees and asylum seekers arriving in the city. Our volunteers work with the Refuweegee team to support them

in several ways; they help run the Refuweegee shop on Byres Road; they write welcome letters for incoming asylum seekers and refugees; they help sort and organise donations to Refuweegee; and they support pop-up events and markets for refugees and asylum seekers to collect essential items like prams and clothes. This work exemplifies how our student volunteers work alongside the community to alleviate current and urgent social issues.

"Working with Refuweegee has introduced me to the realities of many other people in Glasgow. Refuweegee has made it clear what kind of work I want to be doing in the future. Do it, give it a try and see how you feel about it!"

Charlotte Rioch, UofG Student Volunteer

RIDING FOR THE DISABLED

We continue to support Riding for the Disabled (RDA), a local charity based to the North of Glasgow in Summerston. RDA offers children and adults with disabilities the chance to ride, relax and have fun. GU Volunteering offers all volunteering opportunities to all UofG students, but it also targets interest groups, subject areas, clubs and societies such as the GU Riding Club for this particular activity. Our volunteers remain essential to the running of RDA, supporting riding lessons, maintaining equipment and facilities, and building relationships with service users, their families and RDA staff.

"We offer horse riding lessons to disabled children and adults with various mental and physical disabilities. GU Volunteers make a huge impact. Without them, we would be unable to run our centre to full capacity."

Michelle, Office Manager

BASKETBALL

Many of the clubs and societies we support do volunteering activities. We recognise this as 'GU Clubs & Societies - Community Outreach'. We have linked with GU Basketball Club, who provide a social outreach program, reaching out to young, vulnerable children and

teenagers in the wider community of Glasgow, using basketball as a means of facilitating their development. Student players and coaches volunteer each week, to deliver basketball sessions to pupils in SIMD schools in need of extra support.

This year, GU Basketball Club delivered coaching sessions to children in their final year of primary school within the Govan High School catchment, 1-2 times per week, to inspire and enthuse young children about the sport.

CHARITY SHOPS

We continue to offer a range of local charity shop volunteering opportunities including Oxfam, Shelter, Save the Children, and Age Scotland.

These opportunities are particularly attractive to students who are seeking to build their skills and confidence in spoken English.

GLASGOW UNIVERSITY SERVICE TO HOMELESS PEOPLE (GUSH)

This still proves to be a highly popular project and is a great way for students less fluent in English to be involved in a task-based activity where they can work alongside native English speakers who can assist them to overcome any language issues. This year again there were over 100 students active with GUSH.





Clubs & Societies

VOLUNTEERING, CLUBS AND SOCIETIES AWARDS

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

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

To highlight our volunteers' contribution to the City and our hopes of an evolving partnership, we invited Lorraine Toner, Volunteer & Citizenship Manager for Glasgow Life to present the World Changer Community Award.

VCS AWARD WINNERS 2019

FUNDRAISING AWARD

Language 4 Water

OUTSTANDING CONTRIBUTION TO VOLUNTEERING

Katerina Telickova – Glasgow University Service to the Homeless (GUSH)

BEST MEDIA ACTIVITY OF THE YEAR

Siam and Jasmine – Glasgow Guardian

OUTSTANDING CONTRIBUTION TO A CLUB OR SOCIETY

Nabeel Salim – Glasgow Marrow

BEST CLUB OR SOCIETY EVENT OF THE YEAR

STAG (Student Theatre at Glasgow) – Stag Nights

NEW CLUB OR SOCIETY

Vegan Society

CLUB OR SOCIETY OF THE YEAR

Glasgow University Charity Fashion Show (GUCFS)

WORLD CHANGER COMMUNITY AWARD

Rose McLaughlin-Roberts

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

HIGHER EDUCATION ACHIEVEMENT RECORD (HEAR)

GUSRC has been arguing for several years that the application of the Higher Education Improvement Record (HEAR) at Glasgow and its complex, approvals process represented a considerable obstacle to students' use of Section 6 of the HEAR. This view was also reflected in a 2016 paper by the University's Graduate Attributes Champions where it was suggested that the HEAR could be used as "a vehicle for actively promoting and recording extra-curricular activity as part of a coherent, University-wide programme". However, the paper noted that "the process would require streamlining, the relaxation of the criteria for recognition, and the raising of awareness of the HEAR among students and staff". This is far from being a UofG specific problem as the key findings of an HEA/Gradintelligence survey in 2016 were that students did not fully understand what the HEAR was, and that students did not fully utilise the HEAR.

The University is currently working in partnership with GUSRC to address many of the concerns around the HEAR, as well as more broadly looking at Graduate Attributes and Employability. GUSRC staff, as well as Sabbatical Officers have been afforded the opportunity to participate in the relevant, recently established committees, thereby ensuring a degree of continuity. Our new Student Opportunities Coordinator is a member of the Graduate Attributes and Employability Working Group, Student Enterprise Working Group and the Student Volunteering Working Group as well as the HEAR approvals board. Their participation in those groups will be of great assistance in ensuring a consistent and enduring partnership.

AFFILIATION AND SUPPORT

Clubs & societies are a key element of the student experience. The Clubs affiliating to GUSRC for 2018/2019 totalled 337, more than last year's 291. Total student membership of affiliated clubs and societies was 15,698, an increase of 798 on last year's figure of 14,900. Affiliated clubs and societies continued to benefit from advice and support on issues as diverse as governance, constitutional frameworks, charity registration, risk assessments, publicity, and event management. GUSRC continues to provide free minibuses to facilitate trips in the UK and travel to conferences and meetings, as well as free room hire, photocopying and IT access.

GUSRC notifies all eligible office bearers about HEAR, collects completed forms and updates student records accordingly. This year 478 office bearers applied to have this activity recorded in their HEAR, an increase on last year's figure of 440. Clubs and societies remain an integral part of the GUSRC Freshers' Week with 165 stalls allocated to clubs and societies each day of Freshers' Fair, a slight decrease on last year's figure of 196.

Our grant allocation system seeks to balance accountability with ease of access. Clubs and societies are required to advise on potential outcomes that grant funding will enable them to achieve, and to make a verbal presentation to the members of the Clubs & Societies Committee. The system is one tier and straightforward and there has been a year on year upsurge in applications from clubs.

CLUBS AND SOCIETIES CONSULTATION

As part of a review of how we work with clubs and societies we organised a consultation event to ask office bearers about their experiences this year. We also sought views on the best ways to communicate with them as this can be a considerable obstacle, given the annual changeover of office bearers.

The event was also an opportunity for clubs and societies to network and collaborate, and a chance for GUSRC staff to raise awareness of its work and consult on the potential linkages between traditional "volunteering" activities and the work of clubs and societies. With over 60 office bearers in attendance, representing 31 clubs and societies, contributions were constructive and numerous. When asked about future support and assistance responses could be summarised as follows:

Mandatory GUSRC Induction: Members asked if there could be greater variation in dates and times of this training to enable greater access

Harassment and Complaints: Some club leaders would like support and guidance on how best to manage harassment, targeted at their membership

Handover and Sustainability: Some clubs recognise their existence depends on the commitment of a few individuals and the

potential for collapse once those individuals graduate and move on

Storage: The difficulties around access to storage facilities for equipment have been ongoing for sometime with the University and GUSRC working to identify solutions

Funding: Members were keen for assistance in methods of fundraising and gaining sponsorship. Some societies highlighted their difficulties around opening a bank account and general financial management

Committee Training: Leadership, networking, officer roles and responsibilities etc. were all raised as areas in which societies would welcome additional training and support beyond that currently provided by GUSRC

Costs of Venue Hire: With the diminution in available venue space through the University, several of the long-standing, established societies have found it impossible to sustain themselves due to the high costs of external venue hire

Events: Greater support in how to plan, run and document events and activities would be welcomed by some societies (though it also became apparent that there are currently many successful events organised through clubs and societies which often go unacknowledged)

Promotion: All were keen to get more support in promoting their cause or interests, online and at events

The sheer volume of active clubs and societies at UofG means that capacity of GUSRC to provide direct support is extremely limited. We seek to empower Clubs and Societies through a range of online materials offering guidance on many of the issues highlighted above, though we will offer additional assistance if possible.

We stress to office bearers that they have the responsibility for the running of their society and, whilst we will assist where possible, we are unable to take responsibility for and decisions pertaining to the running of the society, internal disputes, discipline etc. Nevertheless, we are currently considering how we might best access and allocate additional resources towards direct support of clubs and societies in the coming years.





Student Media

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

GLASGOW GUARDIAN

The Glasgow Guardian published 6 issues of 32 pages over the year, with a print run of 3,000. The paper is entirely volunteer run, with over 300 volunteers involved in its development and production. Volunteer roles include editors, writers, photographers, illustrators, social media staff, and advertising and business staff. Social media output and online readership is continuing to build and develop.

The profile of the Guardian built up considerably during the year. Ground-breaking investigative journalism elicited positive changes in university policy and culture as well as scrutiny of the approach by some student bodies towards dealing with complaints around sexual harassment.

"The story not only exposed serious failings in duty of care on part of both the union and the university, but it forced a policy overhaul that will benefit students in the future. Similarly, our University Barclay story not only exposed serious failings in mental health care at the university's GP surgery, but it also revealed that the university had broken promises it made to students when it decided to scrap its healthcare service. Once again the Glasgow Guardian published a story shining a light on campus injustices that would otherwise have remained unchallenged".

Georgina Hayes, Co-editor Glasgow Guardian 2018-2019

This tradition of holding the university to account with strong investigations continued into the second semester, with strong public interest articles on the changing contracts of student living support assistants and the Catholic university chaplain. The Glasgow Guardian has once again become an investigative powerhouse.

Beyond news stories, the paper continued and expanded upon its proud tradition of advocacy journalism ensuring that mental health in particular enjoyed a considerably higher profile.

The "Spotlight On" series - which allows students to write about living with less discussed mental illnesses - has been extremely well-received, earning them the GUSRC award for Best Media Activity. Both Guardian Editors candidly discussed living with a mental illness in 'edfromitorials', with an article on bipolar disorder written for World Mental Health Day being one of the most read and shared over the year.

Despite the seriousness of much of its published subject matter, the paper also published more light-hearted material, such as "Tinderella: Seven Tinder Dates in Seven Days" piece. The paper also maintained a diverse culture and sports section, ensuring that students are aware of the wealth of opportunities Glasgow has to offer, however niche.

Once again the Glasgow Guardian has proven itself as an excellent training ground for aspiring journalists. Due in large part to her involvement with the Glasgow Guardian, Co-editor Georgina Hayes was allocated a space on the Telegraph's two-year Editorial Graduate Programme starting in January 2020, and until then will work with the Guardian in London. Joint Editor Laurie Clarke, although not graduating until 2020, has already been accepted as a news intern at the Telegraph from October 2020.

Other Glasgow Guardian team members have completed work experience at major Glasgow-based publications, such as BBC Scotland, the Scottish Times and the Herald. It is apparent that the Glasgow Guardian remains extremely well respected in the industry, and editors from this paper continue to go on to impressive careers in journalism. This is, of course, excellent publicity for both GUSRC and the University.



SUBCITY RADIO

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

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

The station continues to fund itself through successful events. A sell-out Freshers' Week collaboration set the standard for the rest of the year, with record-breaking attendances. All parties are sound-tracked by DJ's from the station, and often for them it is the first time playing to an audience.

Whilst the events contribute to the sustainability of Subcity through revenue generation, the student volunteers develop a range of skills through active participation in organising and delivering the events. Each event required the team to book the venue, manage a PR campaign, design promotional material, do video editing, carry out online promotion and secure sponsorship.



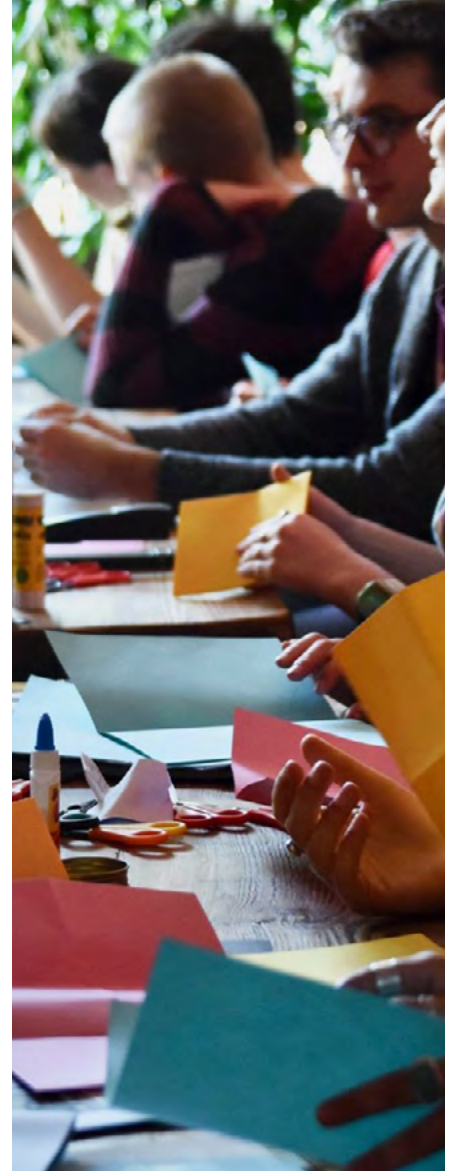
GLASGOW UNIVERSITY STUDENT TELEVISION (GUST)

2018/2019 was a successful albeit challenging year for GUST. The station enjoyed a large intake of new and enthusiastic members

GUST productions are continuing to suffer through repeated failures of some of its equipment, much of which is out of date and no longer fit for purpose. Despite this, GUST succeeded in being awarded Highly Commended in 2 categories at the NaSTA Awards: Best Writing, and Best On-Screen Talent as well as being commended in the Best Freshers' Coverage category.

GUST also continued its partnerships with various bodies within University of Glasgow, producing videos with SRC, Adam Smith Business School and various clubs and societies.

Despite the obstacles created through equipment failures, GUST continue to deliver high quality output; we have initiated discussions with the GUST leadership as to how we can best develop a programme for equipment replacement.



GLASGOW UNIVERSITY MAGAZINE (GUM)

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

Each issue of GUM is developed through weekly meetings, online discussions, and monthly workshops to enable optimal contributor engagement. The increase in online articles ensured online support for GUM increased considerably, with following tripling across platforms.

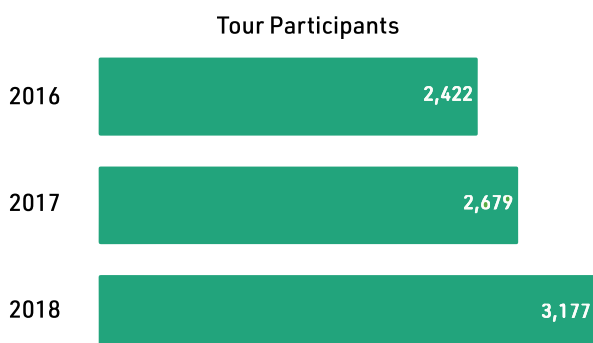
The, still relatively new, creative writing section has now gained great popularity across campus, with corresponding workshops and activities. The design of GUM was also modernised and changed to make for an even more enticing and exciting read.



UofG Tours

Our tours provide an opportunity for University of Glasgow Students to work as tour guides, develop their communication skills and share their pride in the University with visitors from around the world. We continue to promote the tours through local guidebooks and websites such as visitscotland.com

Last year we conducted a re-branding exercise in addition we increased the number of weekly tours on offer between April and October. This saw tour numbers increase by 10% last year and a further 18.5% this year with participants rising to 3,177, against 2,679 in the previous year and 2,422 the year before.



We encourage tour participants to leave feedback which is generally very positive. Less positive comments generally relate to disappointment at the lack of access to internal spaces. Current University space usage levels mean it isn't possible to access areas such as the historic Bute Hall.

We have now revised the text in our marketing materials to be more explicit that our tours are external in the hope that managing expectations will reduce any negative comments; this year the guides have had less negative feedback but some visitors are still disappointed when they cannot gain access to Bute and Randolph Halls.

Feedback from University of Strathclyde on bespoke tour for Engineering Students

I'm just writing to thank you and the SRC staff/ tour guides who were involved in our students' tour yesterday. I've had such positive feedback, and the tutors both commented on the amount of preparation that had gone in to organising the tour with its specific 'energy' angle for our engineering students.

Please pass on our thanks and compliments to the tour guides who researched and learned all of the relevant information, and to all of the staff who were involved in the tour – it sounds like everyone really went the extra mile; it's much appreciated.

If it's possible, I think this may be something we'd like to do again with next year's cohort of engineering students, hopefully all involved on your end would be happy to repeat the experience. I'll keep my fingers crossed!

Thank you once again,

Best wishes,

Gemma Archer

PostWord & Finance

5



Postword

Last year was a truly brilliant year for the GUSRC. As we come towards the end of a strategic plan cycle, we have continued to push ourselves to achieving our strategic aims and objectives, and take immense pride in our achievements as the representative body for students at the University of Glasgow. We continue to provide effective student representation, exciting volunteering opportunities and unparalleled support for our students.

Highlights of last year include our 'It Stops Now campaign' which was recognised nationally, more students accessing our highly successful 'Sexual Violence Prevention Training' & 'Mind Your Mate Mental Health' workshops than ever before and growth in our GU Volunteering department which has led to the creation of exciting opportunities such as the 'Glasgow University Environmental Task Force'.

It is worth noting that we continue to be an exemplar amongst our colleagues in the student union sector across the UK, through our focused and innovative approach to student representation and partnership with the University of Glasgow.

Looking forward, with Brexit continuing to take up the front pages of tabloids, the general election providing more uncertainty in an already complex political climate, and with the University sector still awaiting the outcomes of a review

of higher education instigated by Westminster - this year presents itself to be quite a challenging one. We will need to stay dynamic and flexible, as we will need to be able to adapt in the face of changing student expectations and socio-political circumstances nationally.

In the context of Glasgow, we are in the middle of a transitional period at the University, with a transformation team in place and buildings starting to come out of the ground on the old Western Infirmary site. However, it is important to remember that we need to ensure that we care for and prioritise the needs of students here and now. This is a time for transition, an exciting one at that, but the student experience must not falter as a result for the students who are here - that is the challenge we face.

Next year will be an exciting one for GUSRC. Through informing the development of critical University Strategies (now the 5 year strategy cycle is coming to a close) alongside the election of a new rector, next year is sure to be a busy one. As always we remain up for a challenge, and I feel immensely privileged to be leading this truly fantastic and trail-blazing organisation ahead for the next year.

Scott Kirby
GUSRC President 2019/20

Statement of Financial Activities

FOR THE YEAR ENDED 30TH JUNE 2019

	UNRESTRICTED				
	GENERAL FUNDS (£)	DESIGNATED FUNDS (£)	RESTRICTED FUNDS (£)	2019 TOTAL (£)	2018 TOTAL (£)
INCOME FROM:					
DONATIONS & LEGACIES	682,500	-	-	682,500	610,316
OTHER TRADING ACTIVITIES	59,652	-	-	59,652	65,001
INVESTMENTS	5,171	-	-	5,171	4,796
CHARITABLE ACTIVITIES	212,140	25,000	21,930	259,070	229,386
TOTAL INCOME & ENDOWMENTS	959,463	25,000	21,930	1,006,393	909,499
EXPENDITURE ON:					
RAISING FUNDS	14,157	-	-	14,157	13,710
CHARITABLE ACTIVITIES	942,309	9,807	21,930	974,046	890,969
TOTAL EXPENDITURE	956,466	9,807	21,930	988,203	904,679
 NET MOVEMENT OF FUNDS	 2,997	 15,193	 -	 18,190	 4,820
RECONCILIATION OF FUNDS:					
TOTAL FUNDS BROUGHT FORWARD AT JULY 1ST 2018	432,615	4,427	-	437,042	432,222
 TOTAL FUNDS C/FW AT 30TH JUNE 2019	 435,612	 19,620		 455,232	 437,042

NOTES

The statement of financial activities includes all gains and losses this year. All income and expenditure derives from continuing activities. GUSRC recorded a surplus this year of £18,190 (2018 – £4,820). Despite a block grant that is limited in comparison with other Russell Group institutions GUSRC continues to maintain or increase performance across the organisation and against objectives set out in our strategic plan (as highlighted in the recent ELIR). This year we received a 12% uplift in block grant from the University to £682,500 and continue to optimise revenue through limited commercial opportunities and alternative grant sources where applicable. Total reserves at 30th June 2019 stand at £455,232 (2018 – £437,042).

*There is an additional £27,000 included within "Donations and Legacies" as the University's notional building rental charge

Credits

Project Management & Copy

Bob Hay

Design, Layout & Edit

Jamie Small / Sprooter

Additional Copy

Lauren McDougall, Scott Kirby

Photography

Jamie Small & SRC Staff/Council

Bar from:

p.6, 24 (Adobe Stock)

p. 7 (The Irish Times, Laura Hutton)

p.45(Subcity Radio, GUST & GUM)

Proof

Louise Cameron

Helen Speirs

“The working relationship between the University and the SRC is positive and deep-going. The University values the constructive challenge provided by the SRC, its Sabbatical Officers and Student Representatives. The student voice and indeed direct input through and from the SRC have been central in shaping the way that the University supports and works with students [...] The SRC also makes indispensable contributions to University-led initiatives to support students”.

- University of Glasgow Enhancement-led Institutional Review Reflective Analysis 2018

“Commendation 2: Student engagement and partnership – A strong and productive relationship with the Students’ Representative Council is evident, and the University has made positive moves to engage the wider student body both on formal committees and in the range of strategic projects underway. Students are clear that their contributions are valued and acted upon”.

- University of Glasgow Enhancement-led Institutional Review Outcome Report 2019



www.glasgowstudent.net

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A REGISTERED CHARITY IN SCOTLAND | REGISTRATION NUMBER SC006970