

Introduction

The Students' Association Annual Survey for the academic year 2024-25 was conducted over a span of seven weeks, from March 3rd to April 18th 2025. We are pleased to report that the survey garnered responses from 1,223 students, marking an increase in participation compared to previous years (an increase of 151 from 2024).

This rise in engagement can be largely attributed to strategic initiatives. Students were directed to the survey immediately after casting their votes in the Full Time Officer Elections, which also experienced a high voter turnout. Additionally, we implemented incentives to encourage survey completion, further boosting participation rates.

The survey aims to provide a comprehensive understanding of the student experience by focusing on six key demographics within the Students' Association: **Campus Location, Commuter Journey Time, Gender, Nationality, School of Study, and Type of Study**. Our goal is to highlight both our successes and the areas where there is potential for enhancement.

We are committed to using the insights gained from this survey to improve our services and better meet the needs of our diverse student body. A copy of the survey can be found in the appendix of this report.

Respondent profile

Key Observations

- The gender distribution is almost equal between males and females.
- Nearly half of the respondents are international students (46%).
- A significant majority of students are studying full-time (97%).
- Most students live in privately rented housing (43%) or with family (36%).
- The largest group of respondents were from GSBS (40%).

This summary encapsulates the key demographic and academic details from the 2025 data, highlighting the diversity and composition of the respondents.

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	2025%	2024 %	2023 %	2022 %	2021 %
Gender	Base: 1223	Base: 1072	Base: 491	Base: 361	Base: 333
Male	46	50	44	37	32
Woman	52	48	53	59	65
Other	<1	<1	1	*	0
Prefer not to say	<1	1	2	2	2
Trans man	<1	<1	<1	0	*
Trans Woman	<1	<1	<1	0	
Non-binary	<1	1	<1	2	1
Age					
16-20	25	19	15	20	25
21-24	27	25	22	23	32
25-29	24	24	25	25	18
30+	23	31	37	30	25
Nationality**					
Scottish	44	43	35	45	55
UK	4	4	5	3	6
EU	5	4	7	9	17
International	46	49	53	43	22
Level / Year					
Undergraduate 1 st	54	49	44	53	74
Undergraduate 2 nd					
Undergraduate 3 rd					
Undergraduate 4 th					
Undergraduate 5 th					
Postgraduate Taught	39	44	46	40	22
Postgraduate Research	7	7	10	7	4
Online Distance	-		-		-
Method of study					
Full time	97	98	97	95	95
Part time	3	2	3	5	5
Accommodation					
Caledonian Court	7	7	6	5	2
Private Halls of Residence	4	4	4	5	8
Living with family	36	31	24	33	32
Privately rented house or flat	43	47	53	40	42
Own home	4	6	9	10	10
Other	2	3	1	2	1

Prefer not to say	4	3	3	4	4
School					
School of Computing, Engineering and Built Environment	21	26	24	25	25
Glasgow School for Business and Society	40	33	33	33	36
School of Health and Life Sciences	36	38	38	38	39
Other	4	3	5	3	0

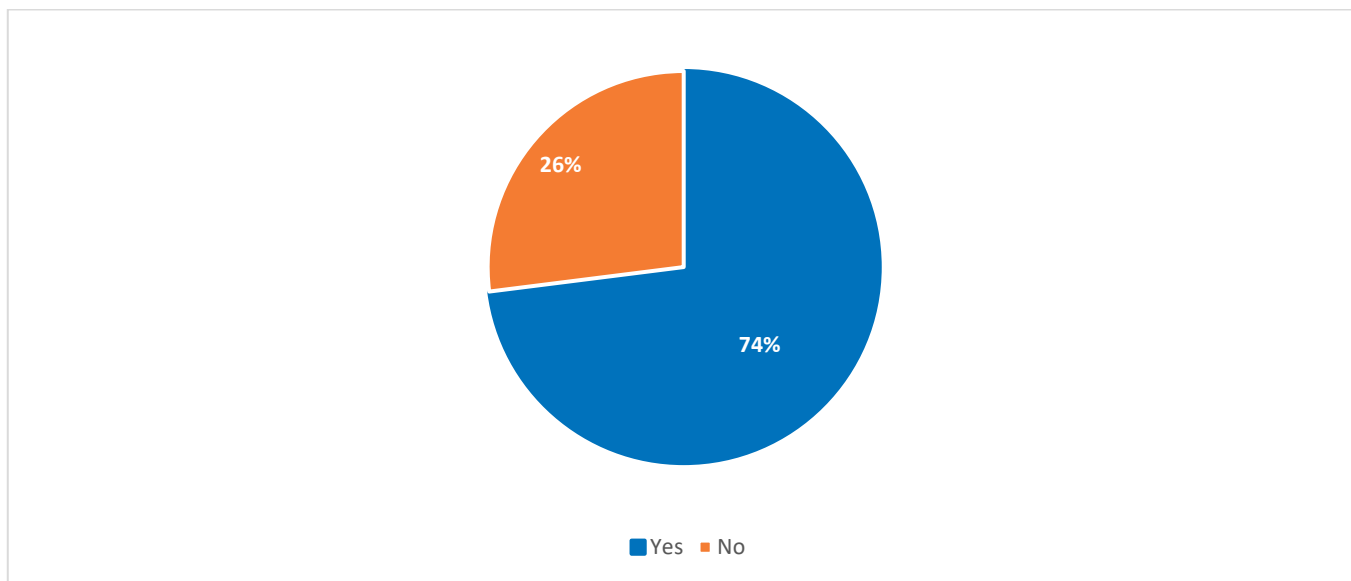
Awareness and Involvement in the GCU Students’ Association

All students of Glasgow Caledonian University (GCU) automatically become members of the GCU Students’ Association. This report delves into the awareness and involvement levels of these students, incorporating data from students across all campuses, including London and those engaged in online and distance learning.

Awareness of the Students’ Association

This new Yes/No question posed to respondents was: "Did you know that all students at Glasgow Caledonian University were automatically members of GCU Students' Association?"

Chart 1: Did you know that all students at Glasgow Caledonian University were automatically members of GCU Students' Association?



The majority of students (74%) are aware that they are automatically members of the Students' Association, while 26% are not. This trend is consistent, with slight variations, across different demographics of the student population.

Demographics

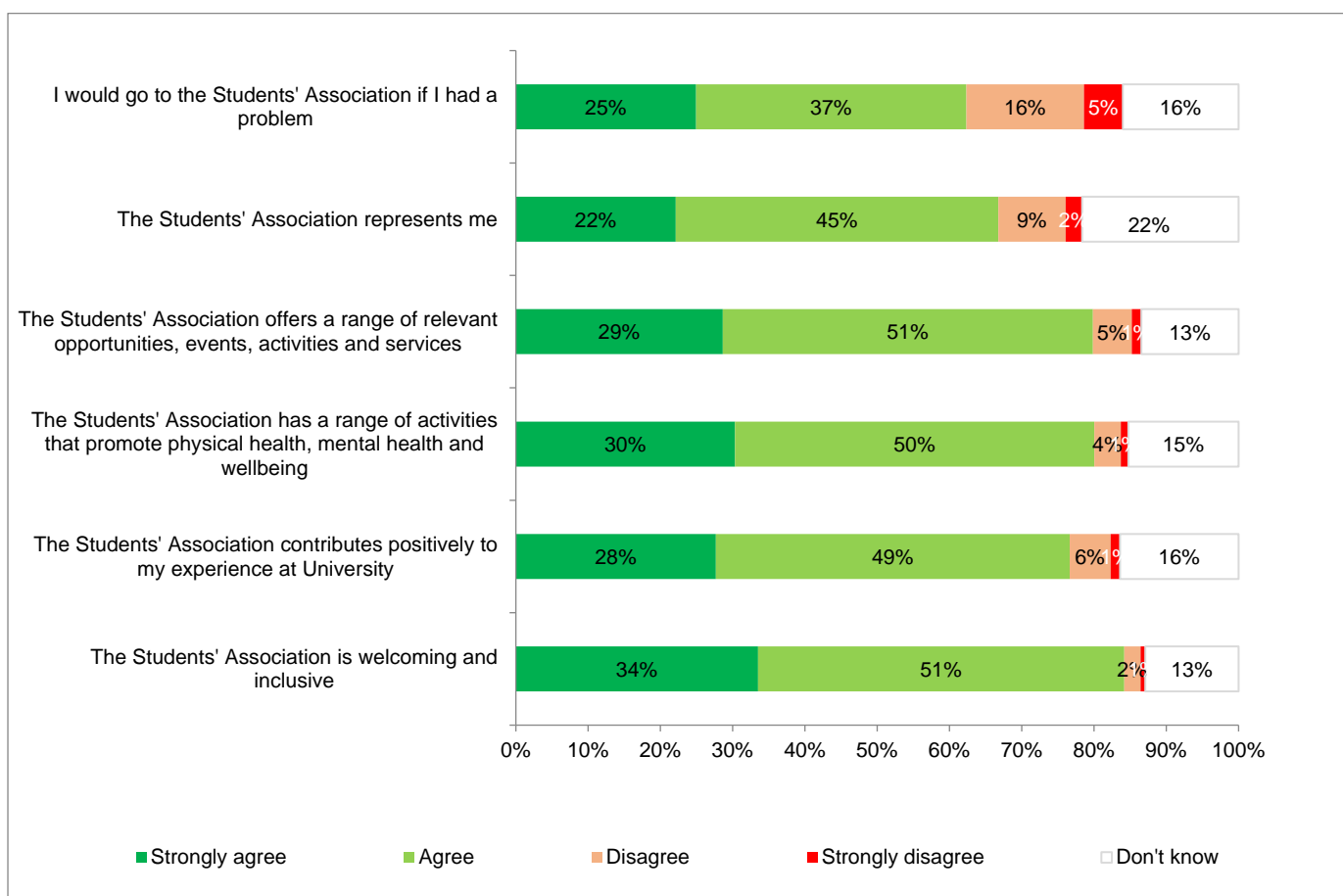
Awareness of membership varied across campus locations and student demographics. On the Glasgow Campus, 74% of students were aware of their membership, compared to 73% on the London Campus. Commuter students, particularly those traveling between 1 to 2 hours, reported the highest awareness at 75%. By gender, male students demonstrated higher awareness (78%) than female students (71%). International students showed the highest overall awareness at 80%.

Awareness levels also differed across academic schools: students from SCEBE reported the highest awareness (75%), followed by GSBS (74%) and SHLS (74%), with SHLS showing a 6% increase from 2024. By study type, postgraduate taught and postgraduate research students had the highest awareness (both at 80%), while undergraduate awareness was lower at 69%.

Views on the Students' Association

Next, members were asked to state their level of agreement with several statements about the Students' Association. As is the case throughout this data, a four-point scale was used: agree strongly; agree; disagree; and disagree strongly.

Chart 2



The data indicates a generally positive perception of the Students' Association across various areas, with most metrics showing strong agreement and agreement percentages ranging from 62% to 84%. Areas for potential improvement include enhancing the sense of representation among students and increasing awareness or trust in the support services offered. The relatively high "Don't know" responses across several questions also suggest that better communication and engagement strategies might be necessary to ensure all students are aware of and can take advantage of the Students' Association's offerings.

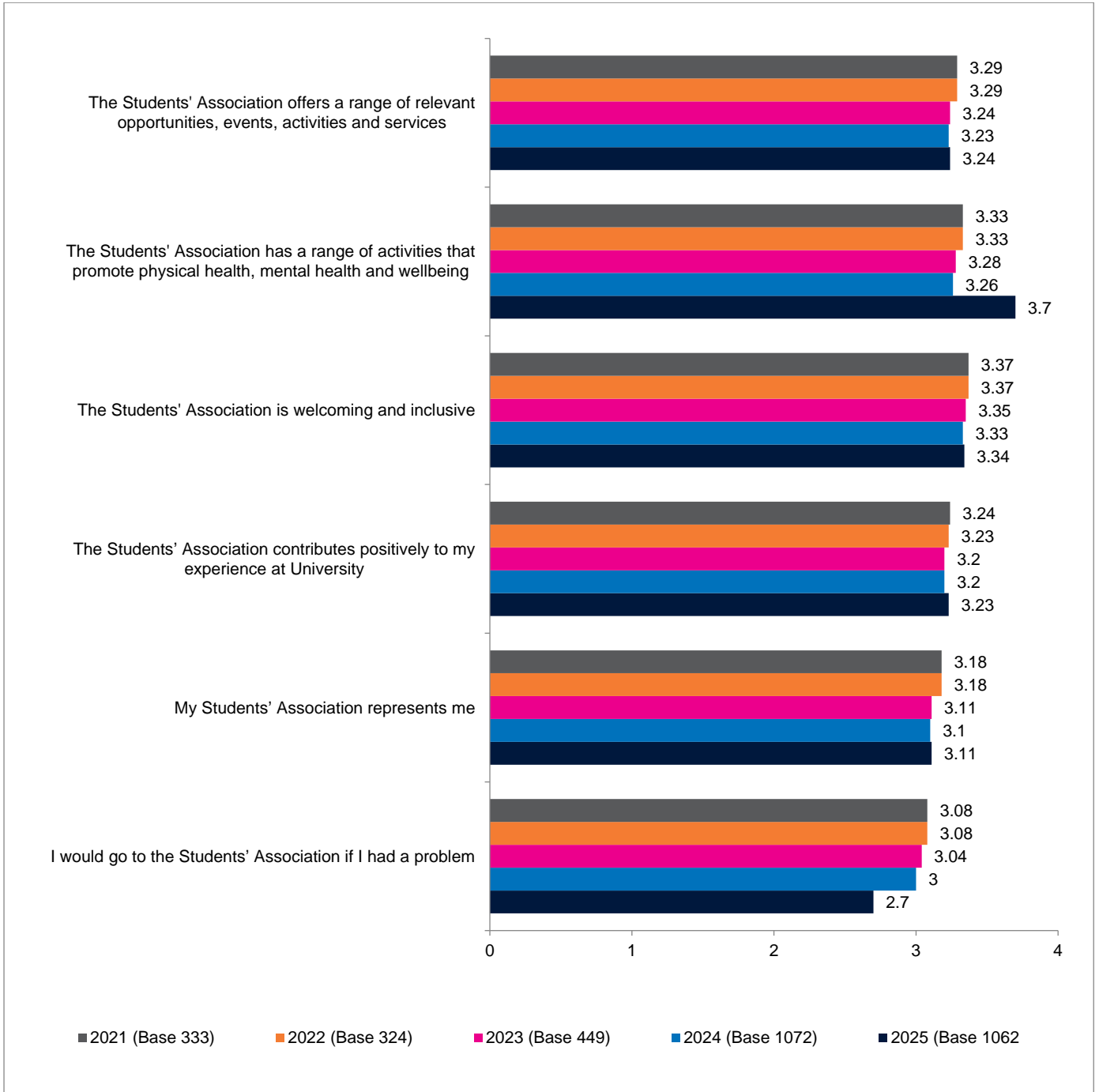
Demographics

Both the Glasgow and London campuses are perceived as welcoming and inclusive environments. Glasgow scored 5% higher than London in promoting health and wellbeing, while London performed better in terms of student representation. Commute time appears to influence perceptions, with students who have shorter commutes generally viewing the Students' Association more positively. Both male and female students consider the Students' Association to be welcoming; however, male students are 4% more likely to seek support from the Students' Association when facing a problem.

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International students tend to have a more favourable view of the Students' Association compared to home students, particularly regarding representation and their willingness to seek help. Among academic schools, GSBS students are the most likely to seek support, while SCEBE students are the least likely. Postgraduate students consistently report more positive perceptions of the Students' Association than undergraduate students, who are less likely to feel represented and less inclined to seek support.

Chart 2b



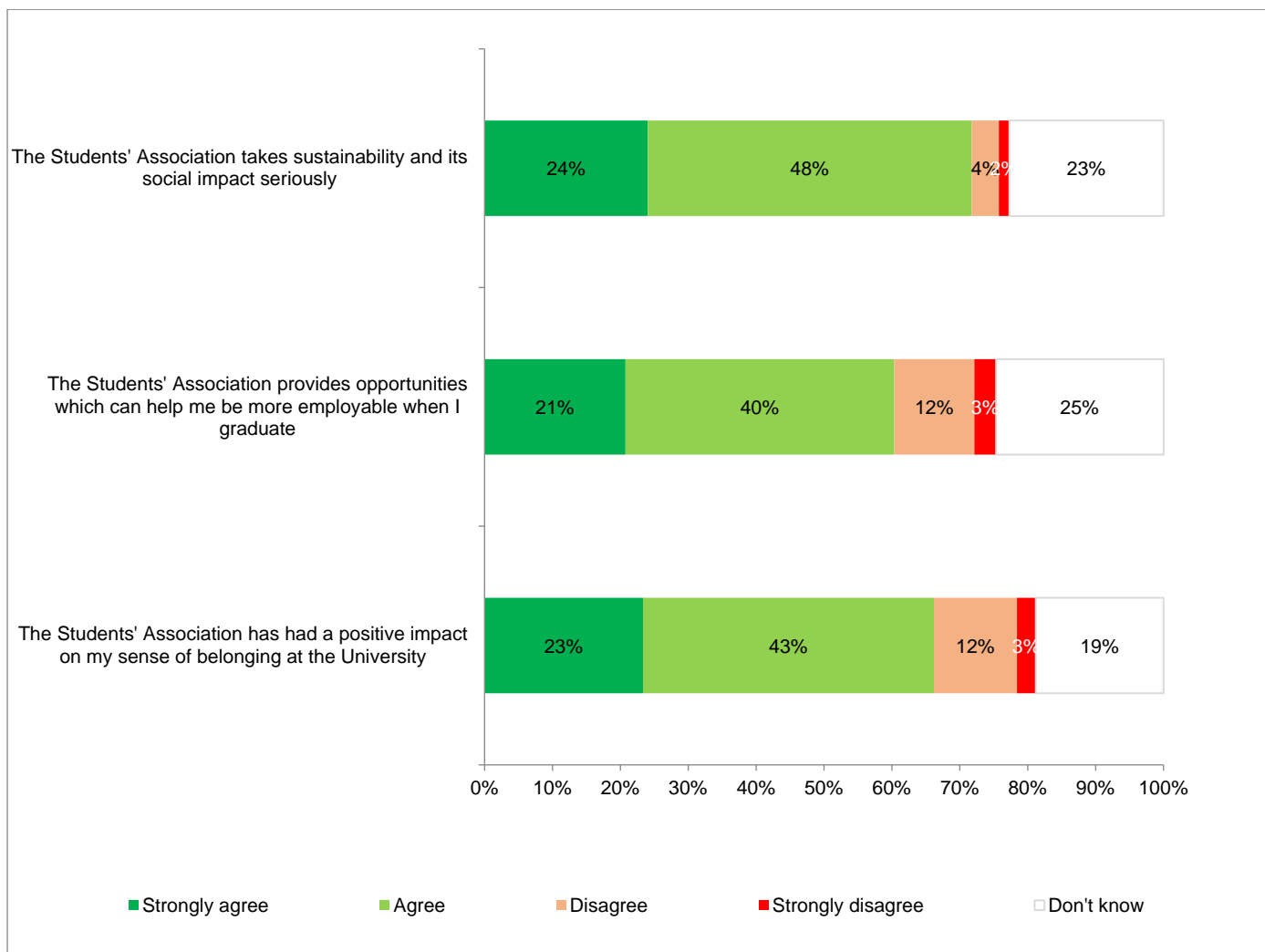
To gauge differences across classification groups, a mean (average) score (out of four) was calculated for each statement to indicate the level of agreement; the nearer to four, the higher the level of agreement.

The majority of differences between 2024-2025 are minimal there are two noticeable standouts. We see an increase in The Students' Association has a range of activities that promote physical health, mental health

and wellbeing which is an encouraging area for us to see an increase as students have indicated that Mental health and wellbeing and physical health are important issue (see question 36). Less encouragingly we see a decrease in students who would go to the Students' Association if they had a problem.

In 2025 we asked students a new question, gauging if The Students' Association has had a positive impact on my sense of belonging at the University, The Students' Association provides opportunities which can help me be more employable when I graduate and The Students' Association takes sustainability and its social impact seriously.

Chart 3: To what extent do you agree or disagree with the following statements?



The data indicates that the majority of students feel the Students' Association has a positive impact on sustainability and social impact, employability once graduated and sense of belonging.

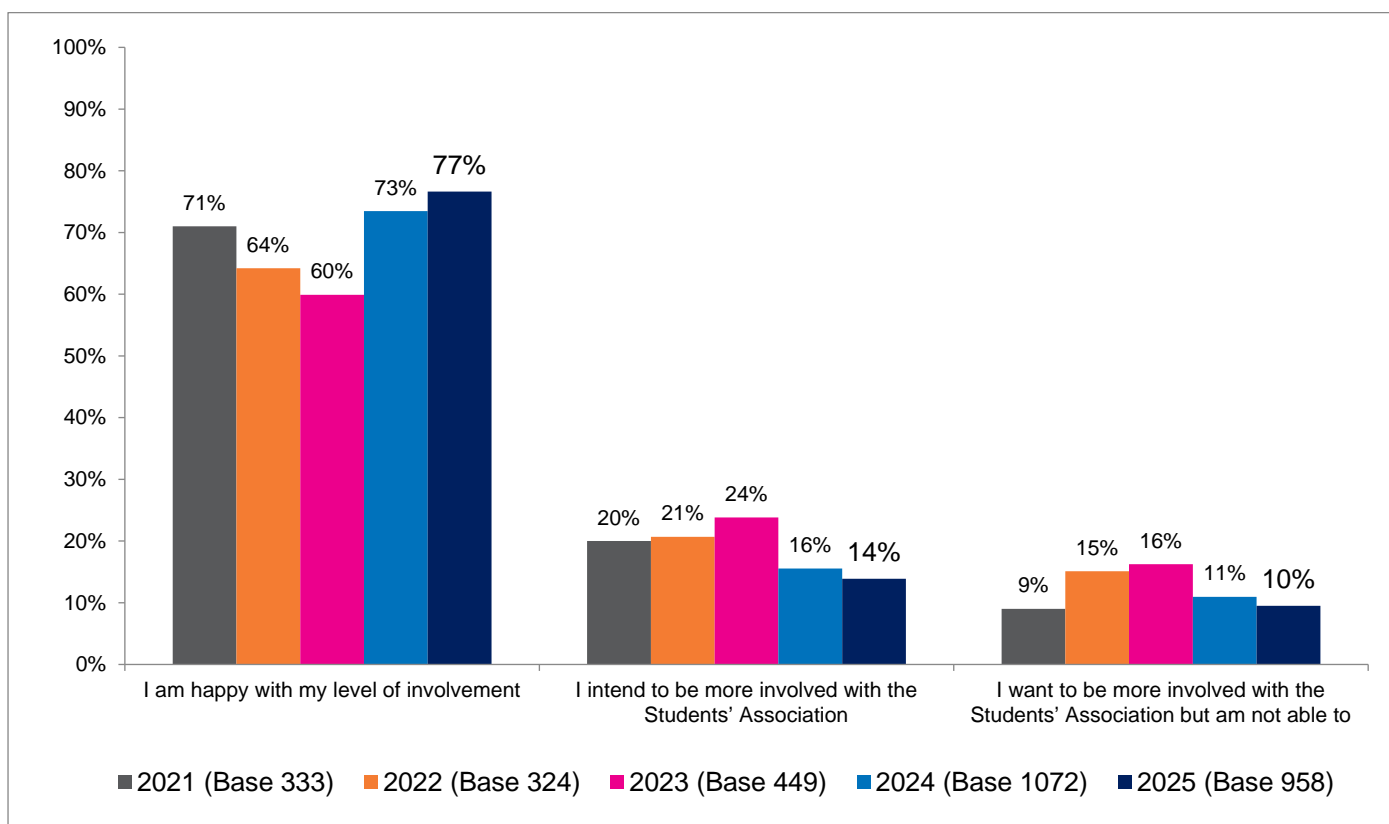
Demographics

When broken into demographic we see that London students have more positive view, scoring the Students Association between 9% and 16% higher than Glasgow students. Students with shorter commute times also score us higher across the board. In regards to gender we only see a discernible difference in sense of belonging, with 71% of male students scoring positively compared to 63% of female students. We scored highest with students in GSBS and postgraduate students.

Involvement and engagement

Members were also asked about their involvement in the Association: 'Which of these statements describes your level of INVOLVEMENT in the Students Association?'

Chart 4: Which of the following statements applies to you?



In 2025, 77% of students reported being happy with their level of involvement in the Students' Association—an increase from 73% in 2024 and the highest level recorded in the past five years. Meanwhile, the proportion of students intending to become more involved decreased from 16% in 2024 to 14% in 2025. Similarly, those who expressed a desire to be more involved but felt unable to do so declined slightly from 11% to 10%.

Collectively, these trends suggest a growing sense of satisfaction with current levels of involvement. Fewer students are actively seeking greater engagement or feeling restricted from participating, which may reflect improved alignment between student expectations and the opportunities provided. This can be interpreted as a positive indicator of overall contentment and engagement within the student body.

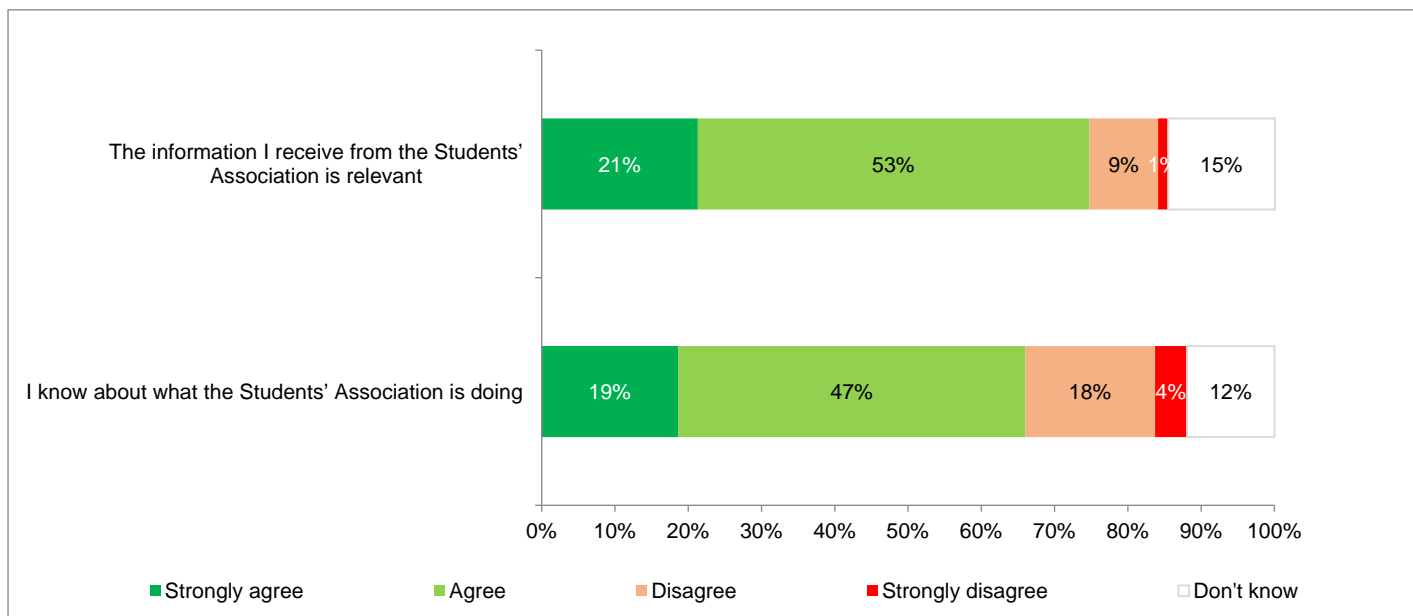
Demographics

Student satisfaction with their level of involvement in the Students' Association varies across several factors. Campus location shows a slight difference, with 77% of Glasgow students and 73% of London students reporting satisfaction. Proximity to campus also appears to influence engagement with 77% of students living within 30 minutes of campus expressed satisfaction with their involvement. Gender differences are minimal, with 78% of male students and 75% of female students indicating they are content with their involvement. However, satisfaction varies more significantly by domicile: 81% of Scottish students reported being satisfied, compared to 72% of international students. Satisfaction levels are relatively consistent across academic schools, averaging between 76% and 78%. By level of study, postgraduate research (PGR) students reported the highest satisfaction at 81%, followed by undergraduate (UG) students at 80%, and postgraduate taught (PGT) students at 71%.

Information

The next set of questions looked at information from, or about, the Students' Association and, again, members were asked to rate their agreement with several statements.

Chart 5: Agreement with statements about information



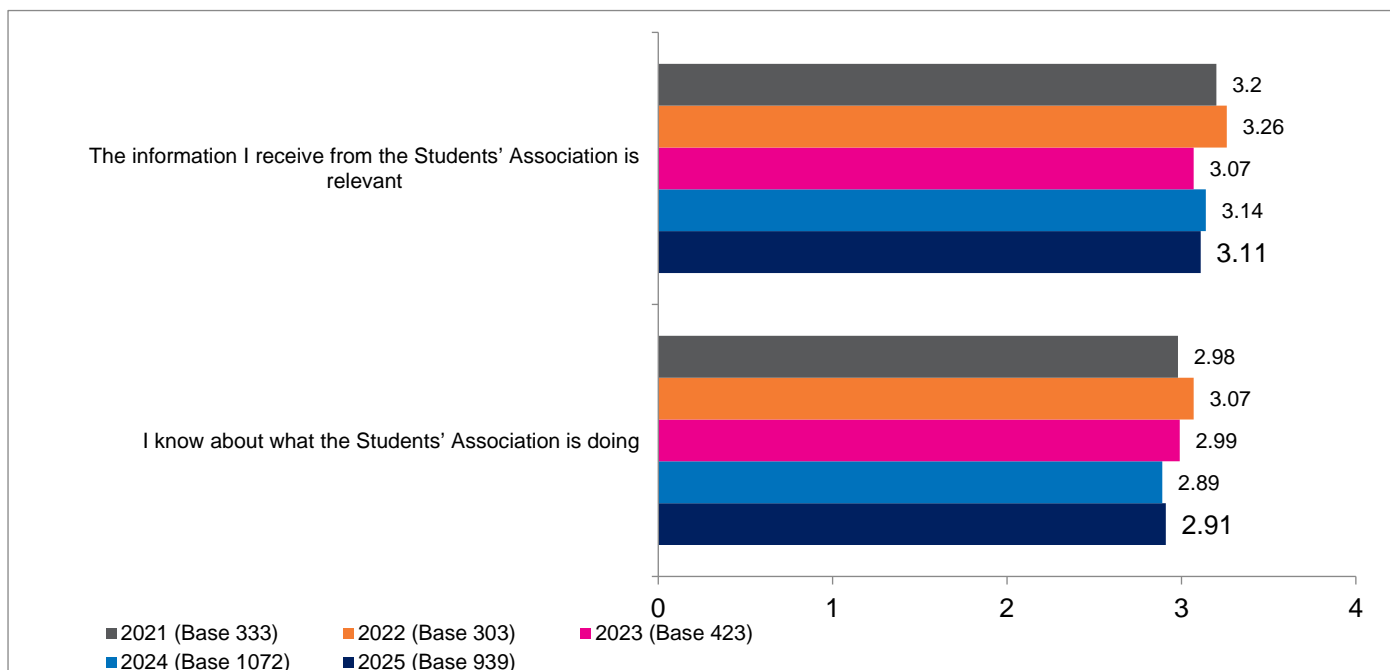
The majority of students hold a positive view of the Students' Association's communication efforts. Most respondents reported being aware of the Association's activities, found the information shared to be interesting and relevant, and expressed satisfaction with both the volume and methods of communication.

Despite this generally positive outlook, there remains room for improvement. A minority of students reported dissatisfaction or uncertainty, suggesting the need to enhance communication strategies to increase awareness and engagement among less-informed or less-engaged groups.

Demographics

Across various demographics, most students find the information provided by the Students' Association to be relevant. Students at the London campus reported the highest agreement on information relevance (85%), compared to 74% at the Glasgow campus. Similarly, awareness of the Students' Association's activities is higher in London (77%) than in Glasgow (65%). Commuter students travelling between 30 minutes to 1 hour showed the highest levels of agreement regarding both the relevance of information and awareness of activities. Gender differences were minimal, with 77% of female students and 73% of male students finding the information relevant. International students reported the highest perceptions of relevance (72%) and awareness (63%), surpassing both Scottish and other UK students. Among academic schools, SHLS students had the highest agreement on relevance at 77%. Postgraduate taught (PGT) students reported the highest relevance (85%), while postgraduate research (PGR) students demonstrated the highest awareness at 83%.

Chart 5b: Agreement with statements about information: Mean Scores



Representation

The next questions dealt with how the Students' Association represents its student membership.

Full Time Officers

Respondents were asked a series of questions to gauge their awareness of Full Time Officers.

Chart 6: Agreement with statements about elected Full Time Officers



There is a relatively strong awareness of the election process and the existence of elected Full Time Officers. While how to contact and knowledge of who the Full Time Officers are show moderate awareness and some room for improvement.

A notable portion of respondents (26%) are unsure about the impact of Full Time Officers on their university experience.

Demographics

Campus Location: Both campuses scored highly in knowing that there are elected Full Time Officers (FTOs), with 92% of London Students and 84% of Glasgow. However, we see lower scores in relation to the impact of FTO’s on University experience (London 69%, Glasgow 61%).

Commuter Journey Time: there is little to no difference in knowing there are elected Full Time Officers depending on commuter time. Where we see the biggest difference is in impact of FTO’s on University experience (less than an hour 61%, greater than an hour 49%).

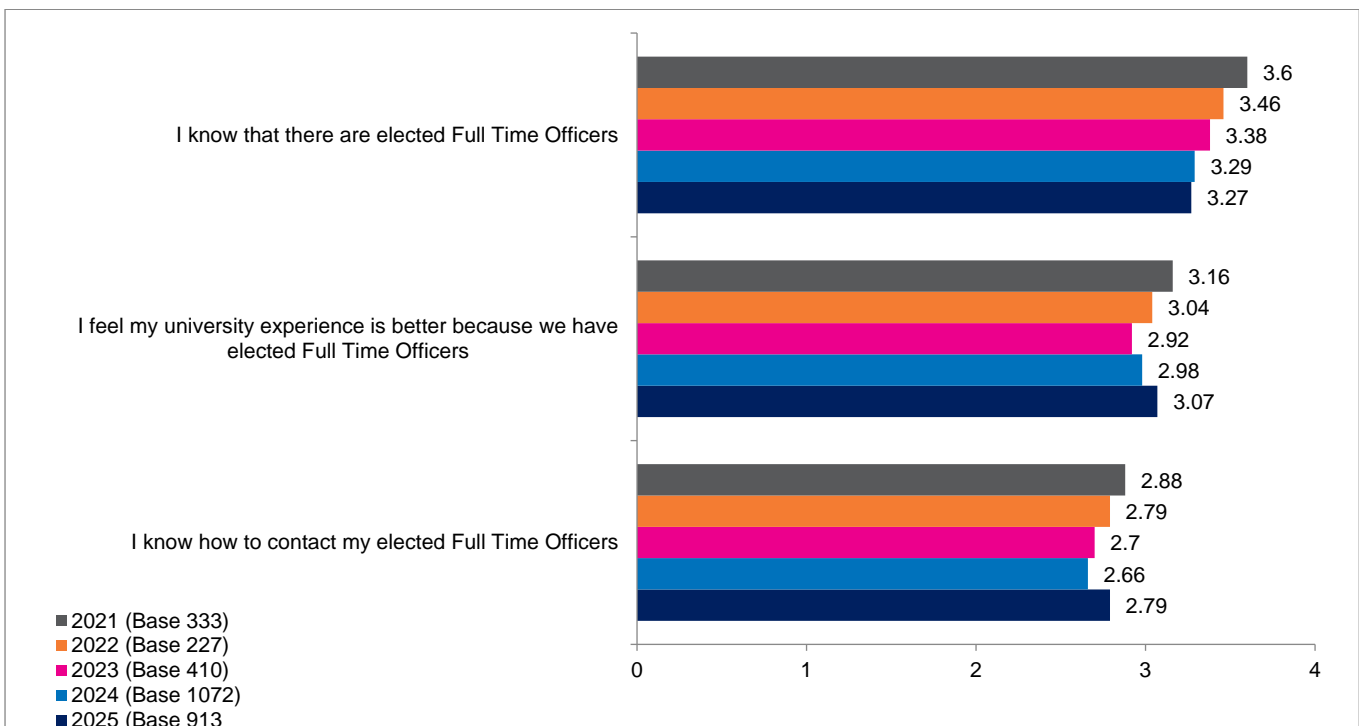
Gender: Male students generally show higher levels of agreement regarding their awareness and positive perception of FTOs compared to female students, with differences ranging from 3% to 9%. For example, 59% of males know how to contact FTOs versus 50% of females.

Nationality seems to have little impact in knowledge of Full Time Officers, however international students are 5% more likely to feel that their university experience is better because of the Full Time Officers.

School: Awareness of the election process is high across all schools, but better experience and how to contact them varies. For better experience: SCEBE - 60%, GSBS - 64%, and SHLS - 59%. For contact methods: SCEBE - 52%, GSBS - 57%, and SHLS - 48%.

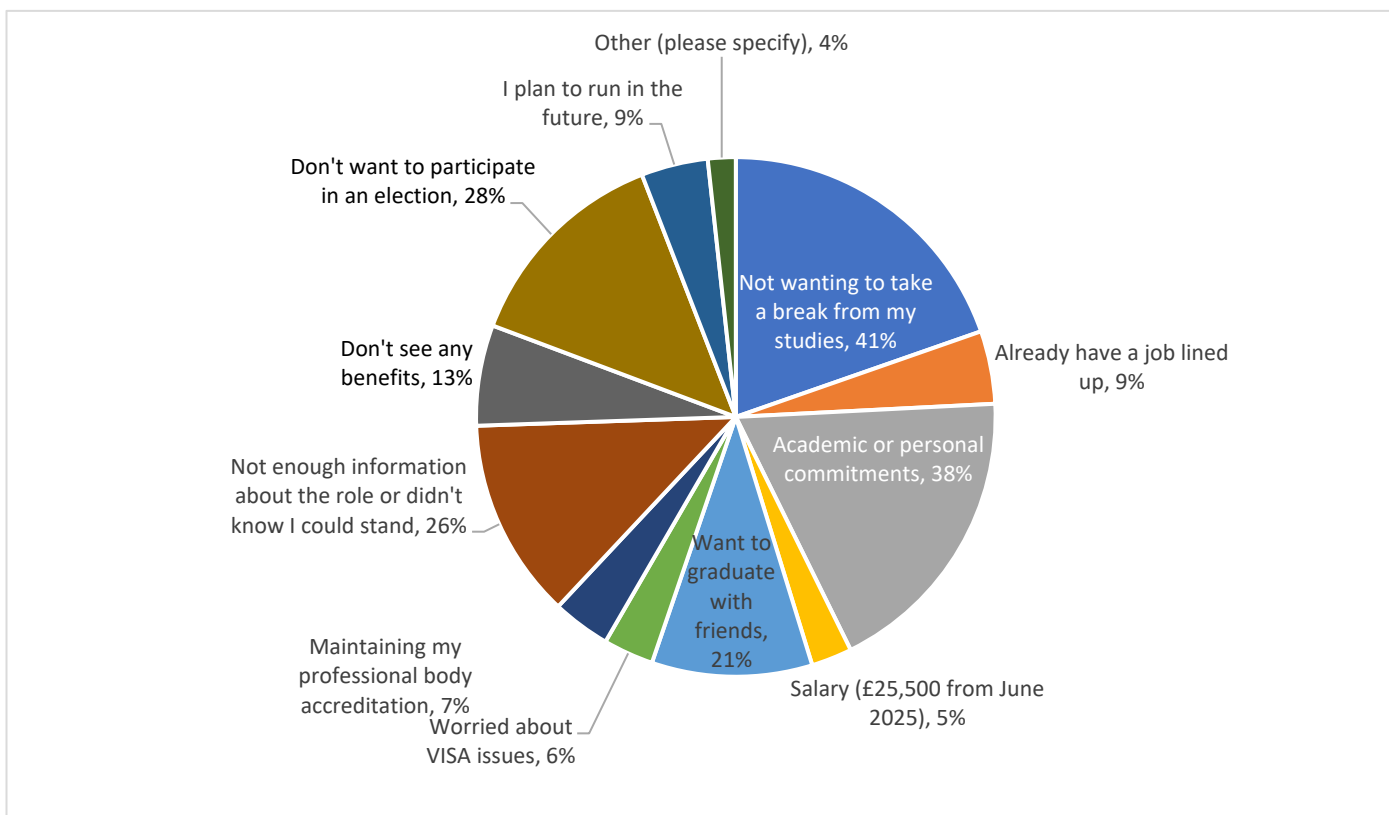
Type of Study: Postgraduate Taught (PGT) and Postgraduate Research (PGR) students show higher levels of awareness and engagement with FTOs compared to Undergraduate (UG) students. Specifically, 93% of Postgraduate students know about elected FTOs versus 79% of Undergraduate students. Postgraduate students also feel more informed and perceive a greater positive impact from FTOs consistently.

Chart 6b: Agreement with statements about elected Full Time Officers: Mean Scores



Though the score remains high there is a slight decrease in the number of students who know there are elected Full Time Officers, we also see increases in the number of students who feel their experience is better and know how to contact the Full Time Officers.

Chart 7: What would prevent you from being a candidate in the Full Time Officer Elections? (Base 895)



The three most popular responses were Not wanting to take a break from my studies (41%), Academic or personal commitments (38%) and Don't want to participate in an election (28%)

Demographics

Across all demographics, the most commonly cited barriers to standing in Full Time Officer (FTO) elections are the need to take a break from studies and existing academic or personal commitments. These concerns are consistent regardless of gender, nationality, or study level.

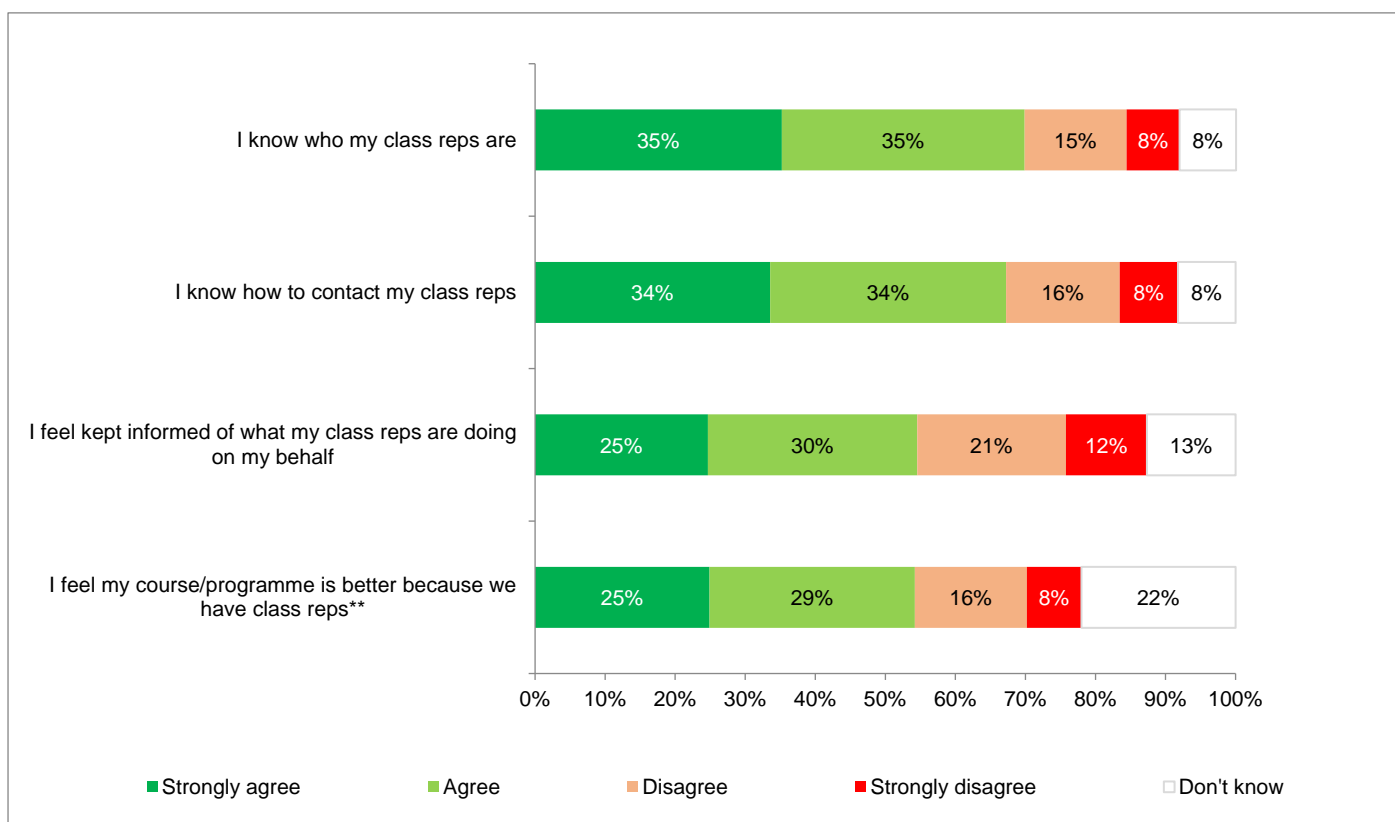
The only notable variation is among students based on the London campus, where the primary barrier is the desire to graduate alongside friends or future graduation plans.

Encouragingly, concerns related to salary and visa issues were among the least reported barriers. This suggests that the FTO role is viewed as competitively compensated and that visa considerations are not a significant obstacle for international students considering candidacy.

Class Representatives

The survey explained that each Course has elected or appointed Class Representatives. Respondents were asked: 'Please tell us about your experience of this academic representation'.

Chart 8: Agreement with statements about Class Representatives (Base: 900)



A significant majority of students acknowledge and appreciate the role of class representatives within their courses or programmes. Most students report feeling well-informed about the actions and support provided by their class reps. Awareness of who their class representatives are, as well as how to contact them, is notably high.

Despite this generally positive feedback, a notable proportion of students either disagree or remain uncertain about the effectiveness and visibility of their class representatives, indicating opportunities for further engagement and communication.

Demographics

There are notable differences in how informed students feel about their Class Representatives' activities across various demographic groups. London students report feeling more informed (67%) than those at the Glasgow campus (53%). Commute time also impacts perceptions, with students commuting two hours or more feeling significantly less informed (43%) compared to those with shorter commutes (53%).

Gender differences reveal that male students (60%) feel better informed than female students (51%). Nationality also plays a role, as international students (58%) report higher levels of awareness than home students (47%).

Among academic schools, students in SHLS feel more supported by the Students' Association (57%) compared to those in SCEBE (52%). In terms of study level, postgraduate taught (PGT) students demonstrate the highest awareness and positive perception of their Class Representatives at 69%, while undergraduate (UG) students report considerably lower levels at 44%.

Chart 8b: Agreement with statements about Class Representatives: Mean Scores

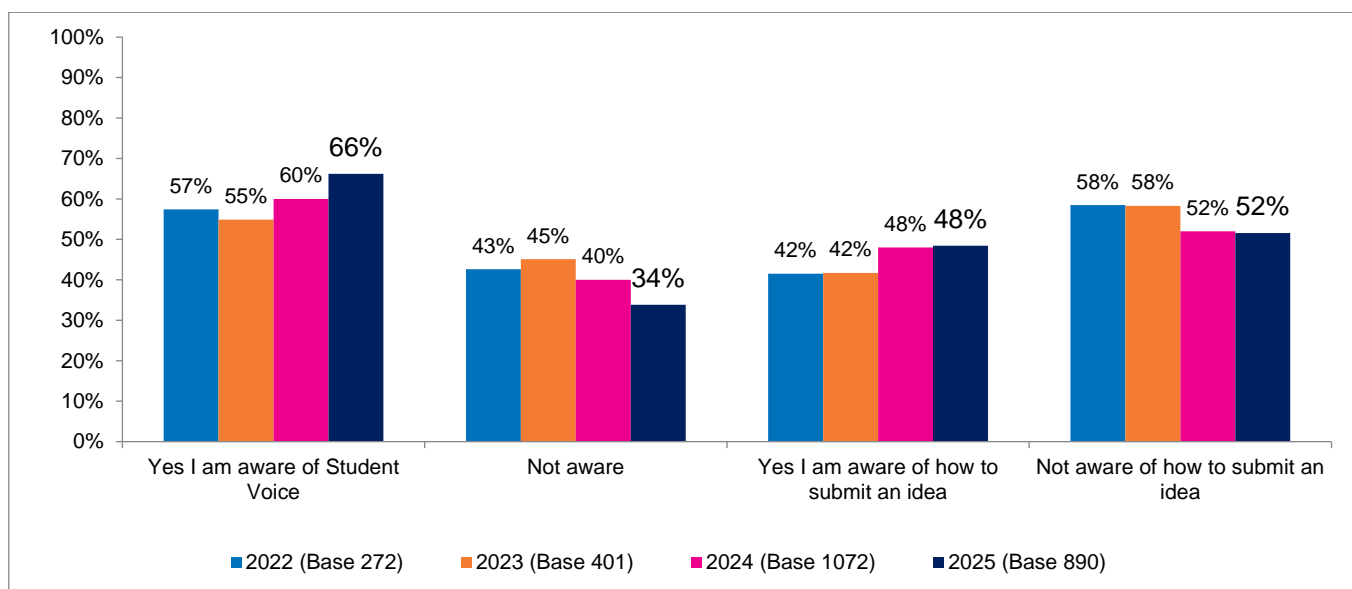


We see an overall decrease in knowledge around Class Reps. A possible reason for this may be that for a portion of the year, there was not a dedicated staff member in the role. For 2025-26 there is again a full time staff member whose role includes supporting Class Reps. As such it is expected that we will see increase next year.

Representation

Respondents were asked a series of questions about their knowledge of Student Voice, the democratic student decision-making body that decides our policy and scrutinises the work of the Full Time Officers. Are you aware of Student Voice?

Chart 9: Agreement with statements about Student Voice (Base: 890)



2025 saw significant improvements in general awareness of Student Voice. There has been no change from the previous year regarding how to submit an idea to Student Voice.

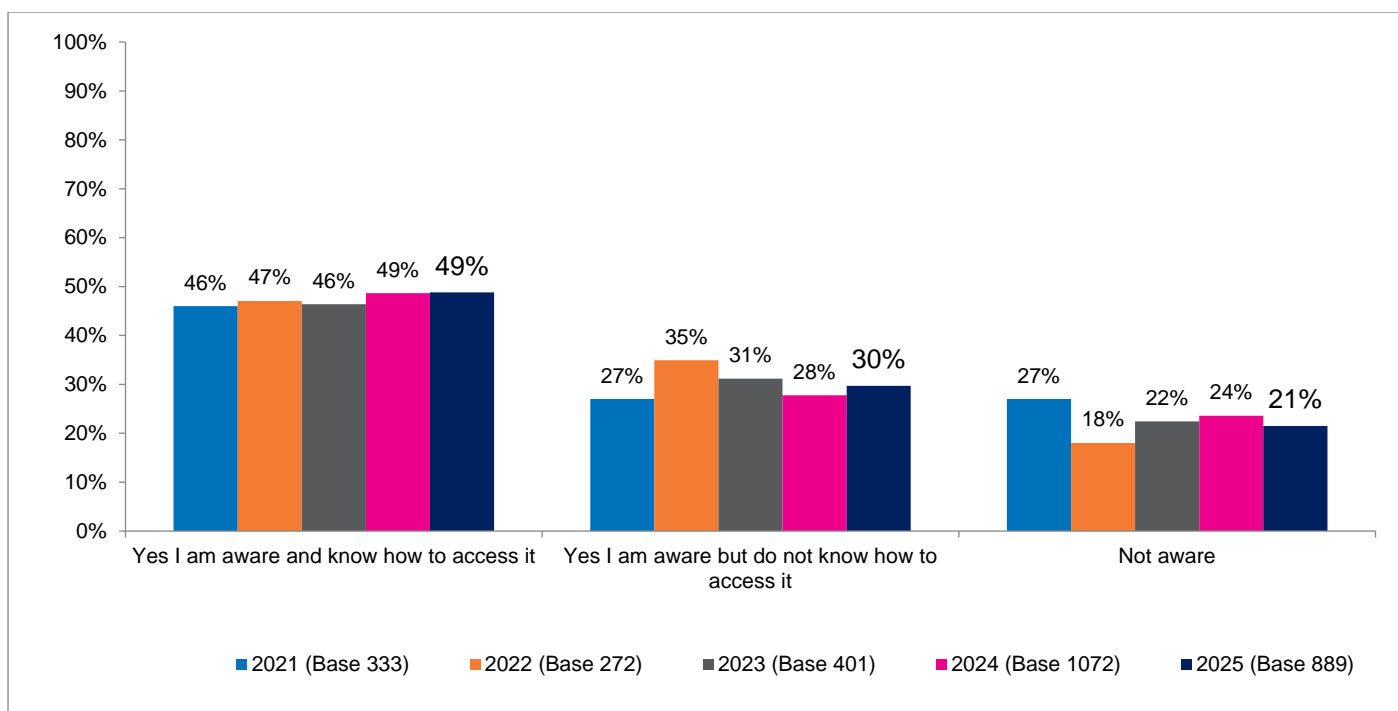
Demographics

Awareness of the Student Voice and the process for submitting ideas varies notably across demographic groups. In London, 77% of students are aware of Student Voice, compared to 65% in Glasgow. Similarly, 67% of London students know how to submit an idea, significantly higher than the 47% reported by Glasgow students. Students commuting under one hour show higher awareness (66%) compared to those with longer commutes (60%). Gender differences are apparent, with male students demonstrating greater awareness than female students—particularly in knowing how to submit an idea, where there is a 13% gap. Home students report slightly lower awareness of Student Voice at 63%, a 2% difference compared to other groups. Among academic schools, SCEBE students have the highest awareness, while SHLS students have the lowest. A notable disparity exists between study levels, with 60% of postgraduate research (PGR) students aware of how to submit ideas compared to only 42% of undergraduate students.

Advice Centre

The next section looked at the Advice Centre. Respondents were asked a series of questions to gather information on awareness of the Advice Centre and satisfaction with the services provided.

Chart 10: Were you aware that the Students’ Association operates an advice service?



Knowing how to access the Advice Centre shows a relatively stable trend remaining at 49%. Being aware, but not knowing how to access sees more variation, after dropping by 3% 2024, it increased by 2% in 2025.

Demographics

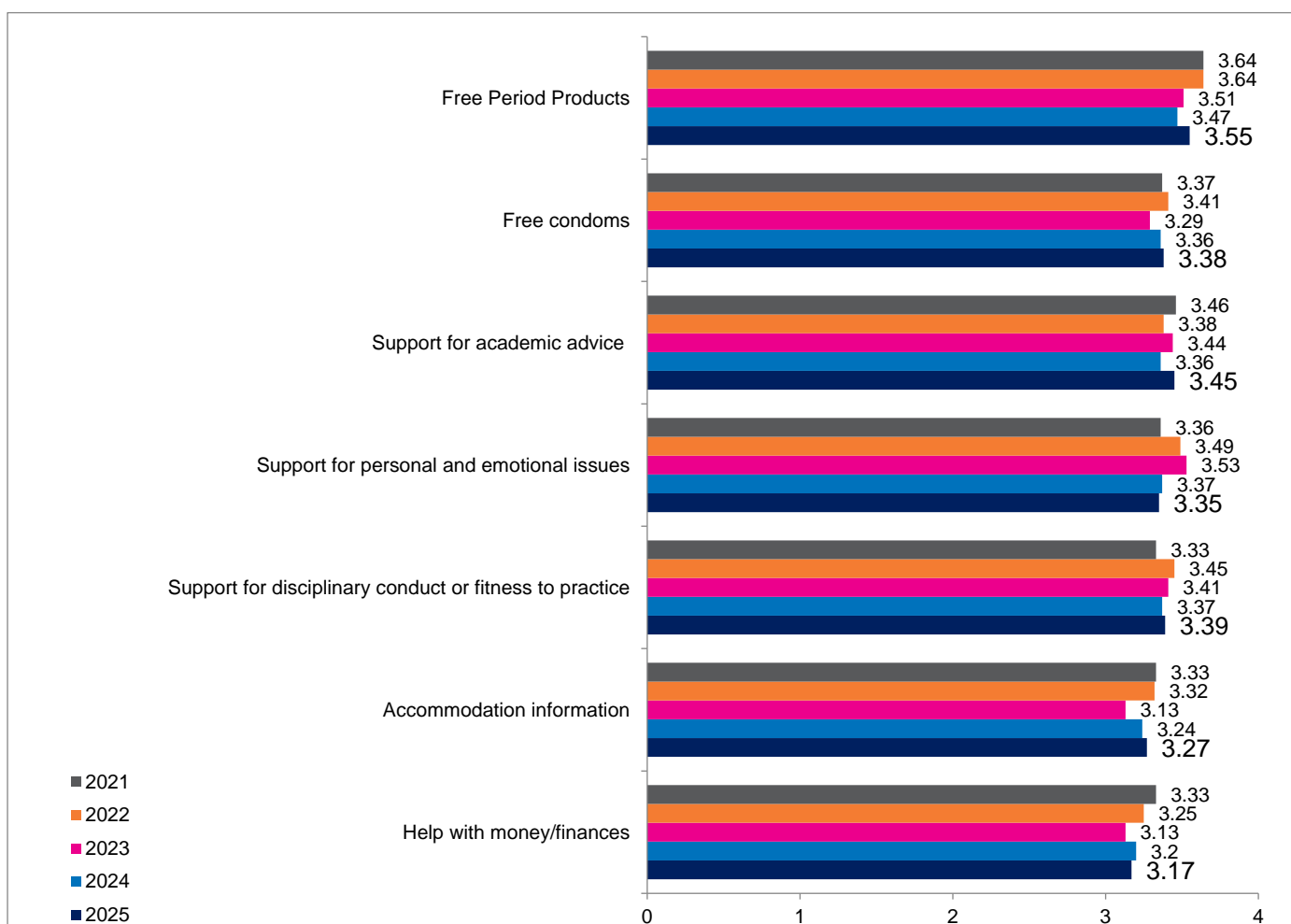
Data reveals a notable disparity in student awareness and accessibility of the Advice Centre between campuses. Glasgow has a higher proportion of students (5%) who are aware of the Advice Centre but unsure how to access its services, compared to London. Conversely, London reports a higher percentage of students (56%) who both know about and can access the Advice Centre. Overall awareness is also higher in London (56%) than in Glasgow (48%).

Commute time appears to have little effect on awareness or accessibility, with 47% of students commuting less than an hour and 48% of those commuting over two hours aware of and able to access the Advice Centre.

Gender and nationality influence awareness and accessibility as well. Male students report higher awareness (54%) than female students (45%), while females (31%) are more likely than males (27%) to be aware of the service but unsure how to access it. International students show greater overall awareness (48%) than home students (41%), potentially reflecting their distinct support needs.

By academic school, GSBS students demonstrate the highest awareness and accessibility at 51%, while SHLS students have the highest level of unawareness at 22%. Regarding study type, postgraduate research (PGR) and postgraduate taught (PGT) students report the highest awareness (56%), compared to undergraduate students at 44%.

Chart 10b: Rating of Advice Centre services (score out of 4)



Across most areas in the Advice Centre there has been an increase; with the greatest increases being in free period products and support for academic advice. There have however been slight decreases in support for personal or emotional issues and help with money/finances.

Demographics

There are notable disparities in student satisfaction with Advice Centre support services across campuses. Satisfaction with academic advice is high on both campuses but significantly higher in London (91%) compared to Glasgow (79%), reflecting a 12% gap. Similarly, satisfaction with free condom provision is higher in London (67%) than in Glasgow (55%).

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Commute length shows mixed effects on satisfaction, with no clear trend. For example, students commuting under and over an hour report similar satisfaction levels for academic advice support (80% and 81%, respectively) and support for disciplinary, plagiarism, conduct, or fitness to study/practice issues (82% and 80%). However, students with shorter commutes report 8% lower satisfaction compared to longer commuters regarding support for personal and emotional issues.

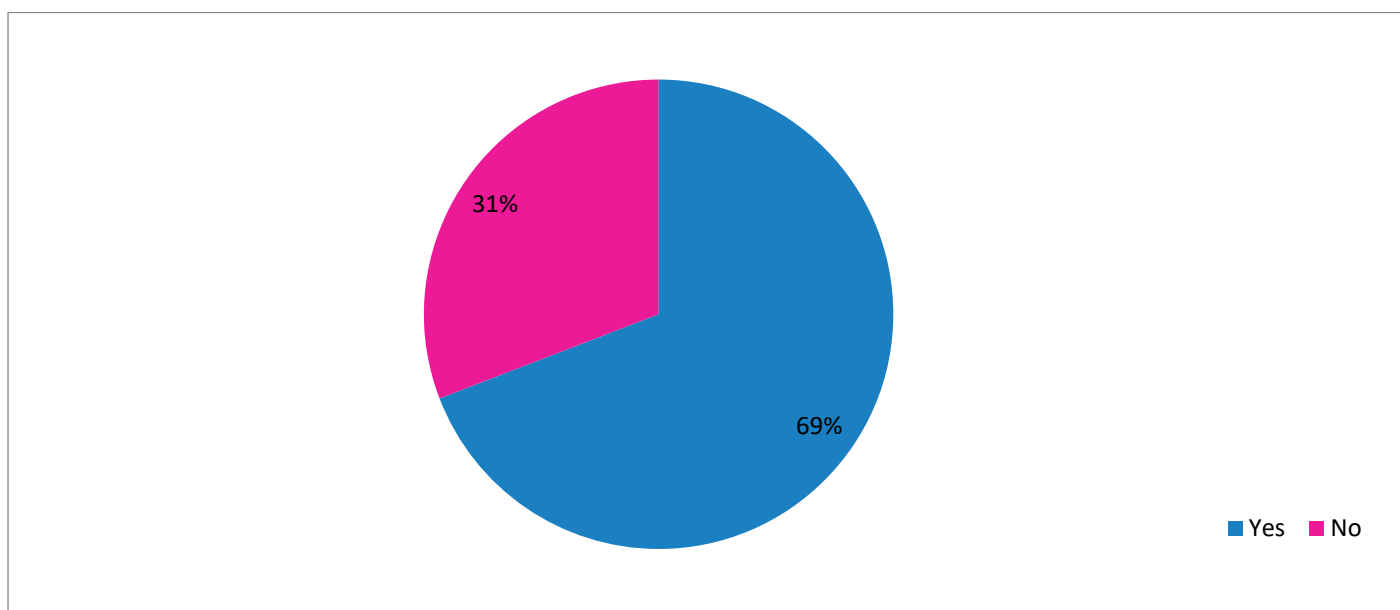
Gender differences generally show male students having higher satisfaction levels with Advice Centre support than females, except in the provision of free period products.

International students consistently report higher satisfaction than home students across all areas. The largest disparities between these groups are seen in support for disciplinary, plagiarism, conduct, or fitness to study/practice (16%), free period products (17%), and personal and emotional support (12%).

Among academic schools, SHLS records the lowest satisfaction levels across most support areas, except for free period products. SCEBE and GSBS show relatively consistent satisfaction scores, with variations between 3% and 5%.

Level of study generally does not significantly affect satisfaction scores. However, notable exceptions are in support related to money/finance and accommodation, where undergraduate students report lower satisfaction (58%) compared to postgraduate taught (66% and 69%) and postgraduate research students (70% and 70%).

Chart 11: Did you know the Student Advisers within the Advice Centre are employees of the Students' Association and not the University?

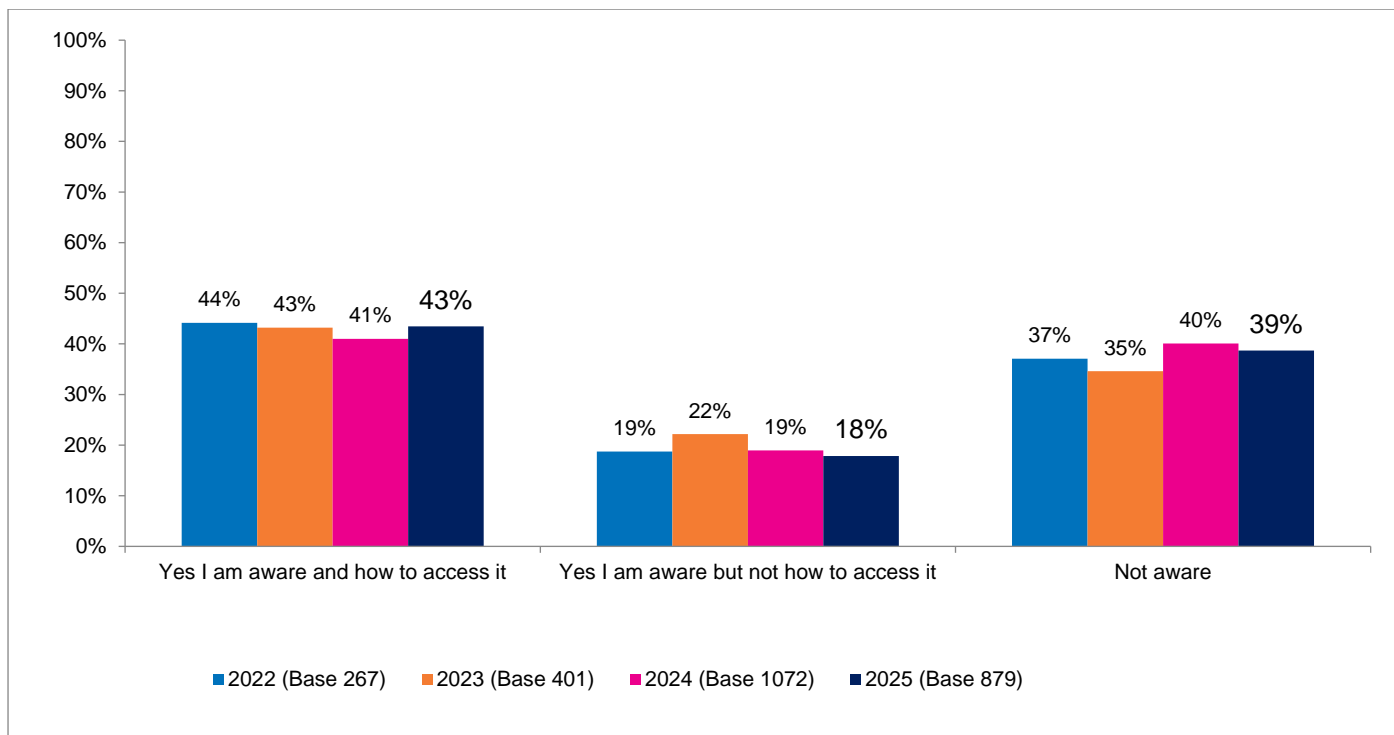


The majority of students are aware that the Advice Centre is a service independent of the university.

Demographics

Campus location: Glasgow 68%, London 82%. Journey time: < 1 Hour 68%, > 1 Hour 69%. Gender: Male 73%, Female 66%. Nationality: Home 58%, International 61%. School: SCEBE 80%, GSBS 68%, SHLS 62%. Level of Study: UG 69%, PGT 68%, PGR 78%.

Chart 12: Nightline is a confidential telephone and online listening and information service run by trained students. Are you are of the Nightline Service? (please pick one)'



Between 2024 and 2025, there is a 2% increase in the number of students who are aware and know how to access Nightline. However, there is also a slight decrease of 1% in the number of people who are aware of Nightline but not how to access it.

Demographics

A significant proportion of students are either unaware of Nightline or uncertain about how to access the service, with awareness and access knowledge declining notably as commute times increase.

Among female students, 46% know about Nightline and how to access it, 18% are aware but unsure how to access it, and 37% are unaware of the service. When comparing home and international students, 45% of home students know and can access Nightline, compared to 38% of international students. Additionally, 18% of international students are aware but do not know how to access Nightline, slightly higher than the 16% of home students. The proportion unaware of Nightline is 39% among home students and 24% among international students.

Awareness gaps are particularly evident across academic schools, with SCEBE, GSBS, and SHLS showing high levels of unawareness ranging from 37% to 39%.

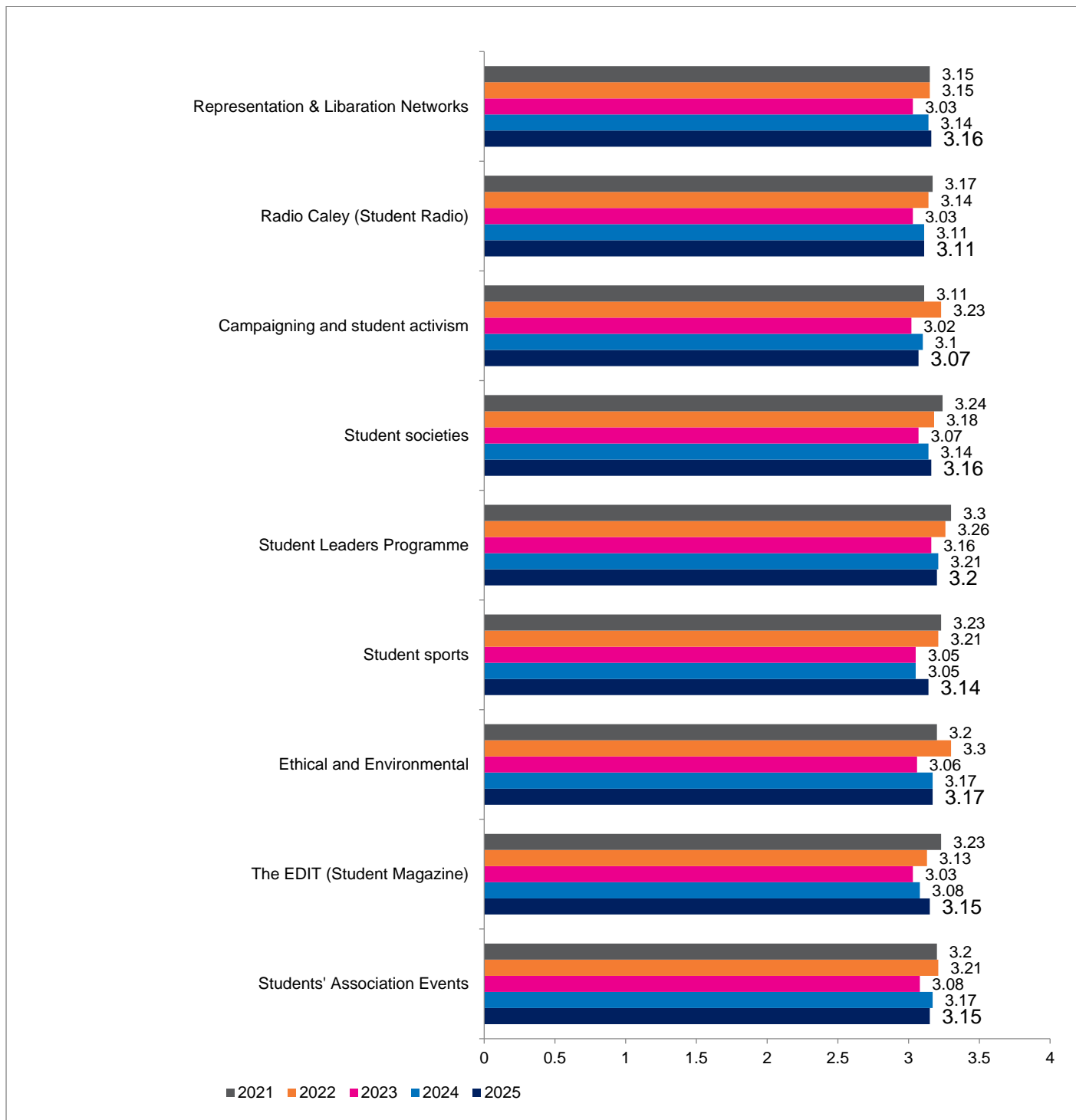
By study level, undergraduate students exhibit relatively high awareness, with 48% knowing how to access Nightline. Postgraduate taught (PGT) students show moderate awareness but a high unawareness rate at 44%, while postgraduate research (PGR) students have the highest awareness at 49%.

Activities

In relation to Students' Association activities, respondents were asked: 'To what extent are you satisfied or dissatisfied with the following?'

The scale ranged from very satisfied to very dissatisfied and, again, a mean score (out of four) was calculated for each statement to indicate the level of satisfaction; the nearer to four, the higher the level of satisfaction.

Chart 13: Satisfaction with services (score out of 4)



Most services either saw a modest increase in satisfaction or maintained satisfaction from the previous year. The exceptions to this campaigning and student activism, Student Leaders Programme and Students' Association Events which saw slight decreases.

Demographics

Students on the London campus generally report higher satisfaction levels compared to their Glasgow counterparts, with differences ranging from 0.12% to 16%. Longer commute times are associated with lower satisfaction, particularly impacting engagement with sports and societies.

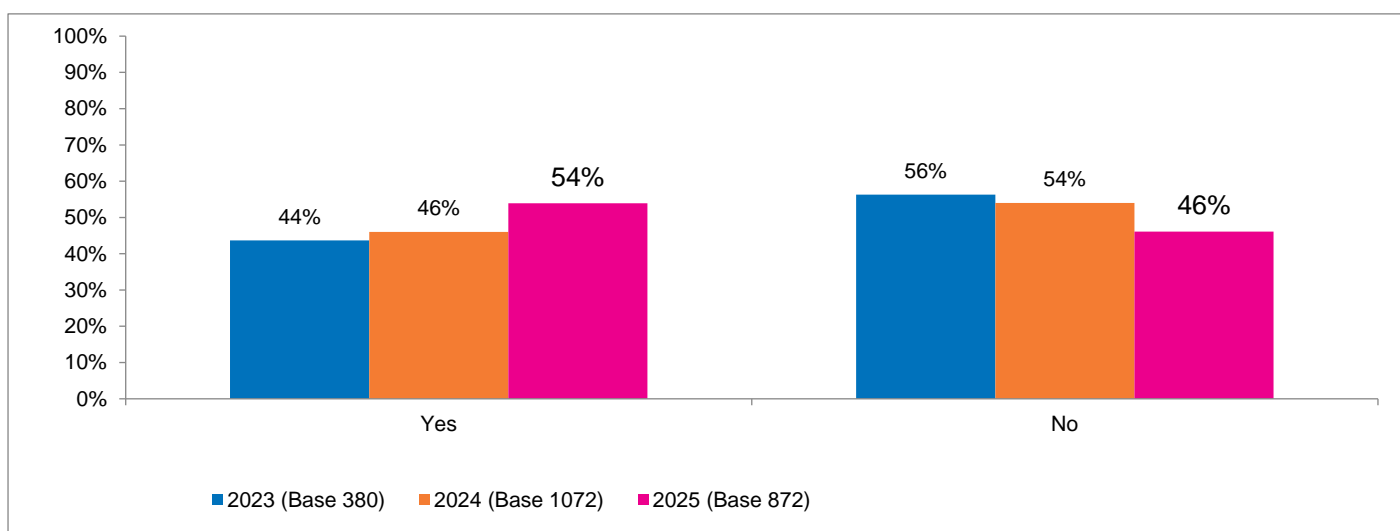
Gender differences indicate that male students exhibit higher satisfaction across most activities, except for Students' Association events, where no significant difference is observed.

International students consistently report greater satisfaction across a range of activities, notably in the EDIT (45% vs. 33%), Representation and Liberation Networks (49% vs. 38%), and the Student Leaders Programme (60% vs. 49%).

Differences across academic schools are most pronounced in Ethical and Environmental Activities, with GSBS students showing the highest satisfaction (62%), followed by SCEBE (57%) and SHLS (53%).

Postgraduate taught (PGT) students demonstrate the highest satisfaction across activities, particularly with Association events (72%), campaigning and student activism (69%), and the Student Leaders Programme (68%).

Chart 14: Did you know you could start your own Society?



In 2024, 46% of people knew they could start their own society, while this number rose significantly to 54% in 2025.

Demographics

Awareness of the option to start a society is notably higher on the Glasgow campus (55%) compared to London (45%), reflecting a 10% difference. Neither commuter journey time nor nationality appears to influence this awareness.

Gender differences show that female students are 5% more likely than male students to know they can initiate their own society. Among academic schools, awareness varies by 6%, with SCEBE students at 58% and GSBS students at 53%.

The most significant disparity is observed by level of study, where undergraduate students (59%) demonstrate substantially higher awareness than postgraduate taught (PGT) students (46%), a 15% gap.

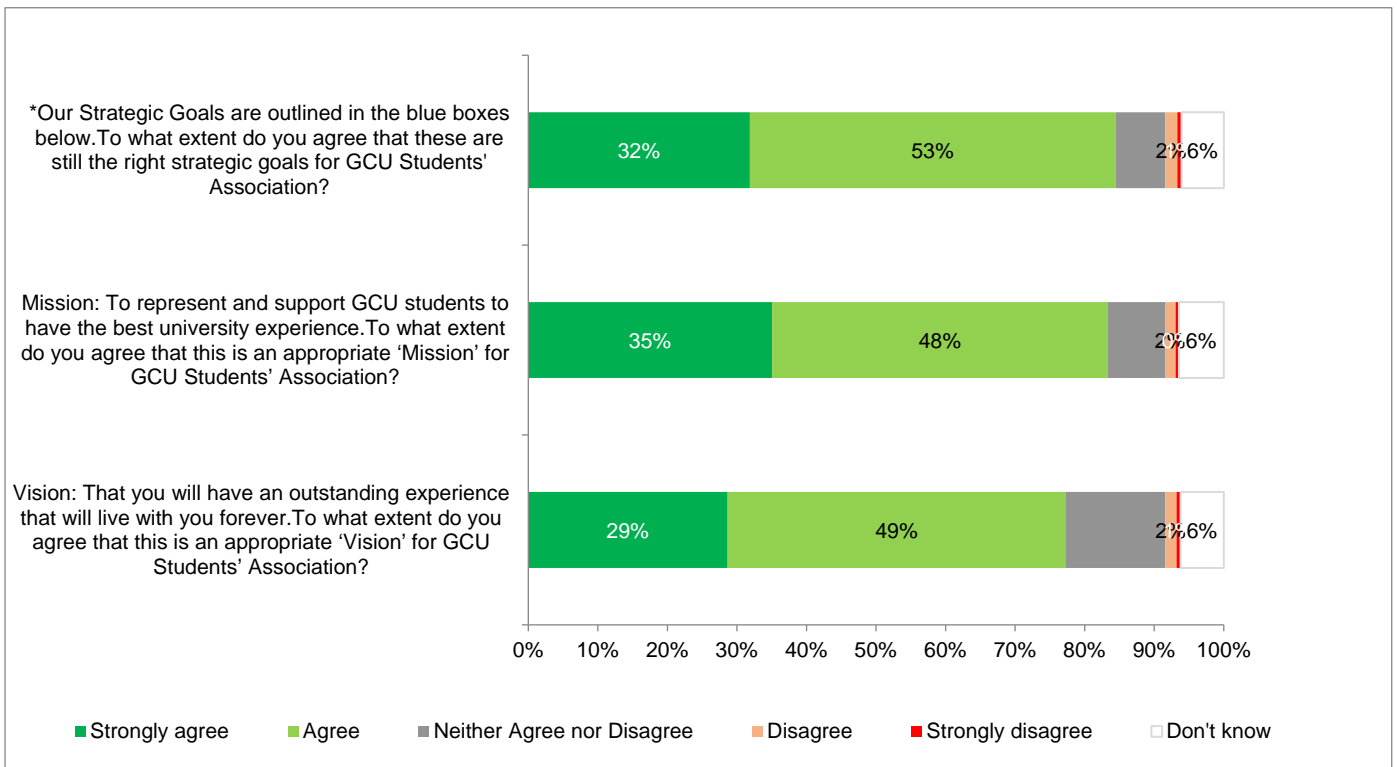
Question 31: What types of events would you like to in the future?

Based on student responses to the question "What types of events would you like to see in the future?", the most frequently requested event categories fall into four main areas: Sports and Recreational Activities, Social and Networking Events, Cultural and International Events, and Career and Skill Development

Opportunities. Sports topped the list, with students asking for competitions, specific sports like dodgeball and fencing, and fun fitness classes, including unique requests like an Afrobeats dance workout. Social events were also popular, including general parties, themed balls, meet-and-greet sessions, and creative formats like “speed mates” and movie nights. Many students expressed interest in cultural and international activities, such as multicultural festivals, Bollywood nights, and events for international student integration. Career-related events were also highly requested, focusing on job fairs, workshops, certifications, and networking with employers. Additional suggestions included wellbeing-focused events, creative arts activities, organized trips, and course-specific gatherings tailored to different academic disciplines.

This year we asked questions about our strategic goals, mission and vision statements.

Chart 15



Demographics

Regardless of demographic students seem agree that our strategic goals, mission and vision are correct with agreement answers ranging from 68% to 96%

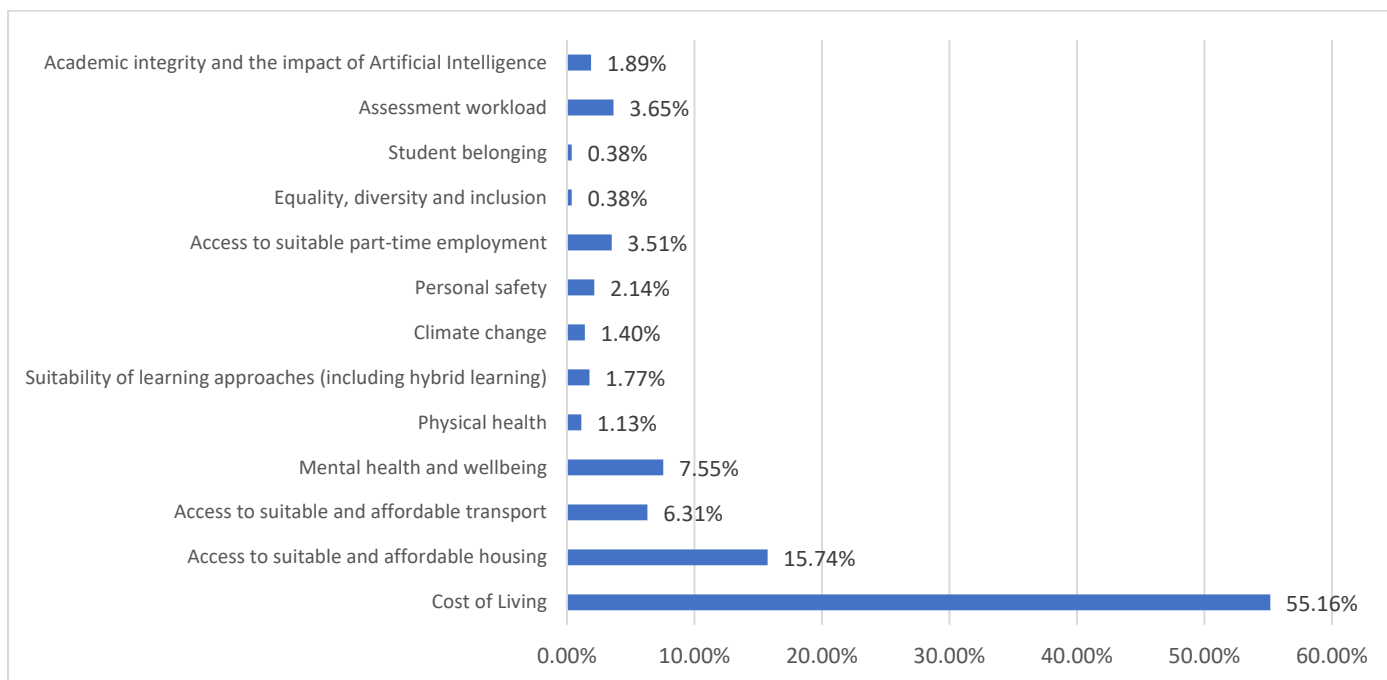
Question 35: Do you have any feedback on our Mission, Vision or Strategic Goals? (204 responses)

The feedback ranged from positive affirmations to more critical and constructive commentary, particularly around implementation, communication, and support structures.

A large portion of students expressed positive or neutral views. Many praised the Mission, Vision, and Strategic Goals as “very strong and positive”, “inclusive”, “well structured”, and “ideal”. A few highlighted specific elements, such as the concise and student focused messaging, and the inclusion of diversity. Some students praised initiatives like the free gym membership campaign and appreciated its direct value. Neutral responses typically consisted of short remarks such as "No," "None," or "N/A", indicating no strong opinions or concerns.

The most consistent criticism was around a perceived gap between the strategic goals and their practical implementation. Several students felt the goals were not being actively delivered, stating sentiments such as, "Try to implement it" and "These goals are not being satisfied". Others highlighted a lack of visibility and awareness, with suggestions for greater communication and outreach to ensure students understand and engage with the goals and associated opportunities.

Chart 16: What are the most important issues affecting students at Glasgow Caledonian University?

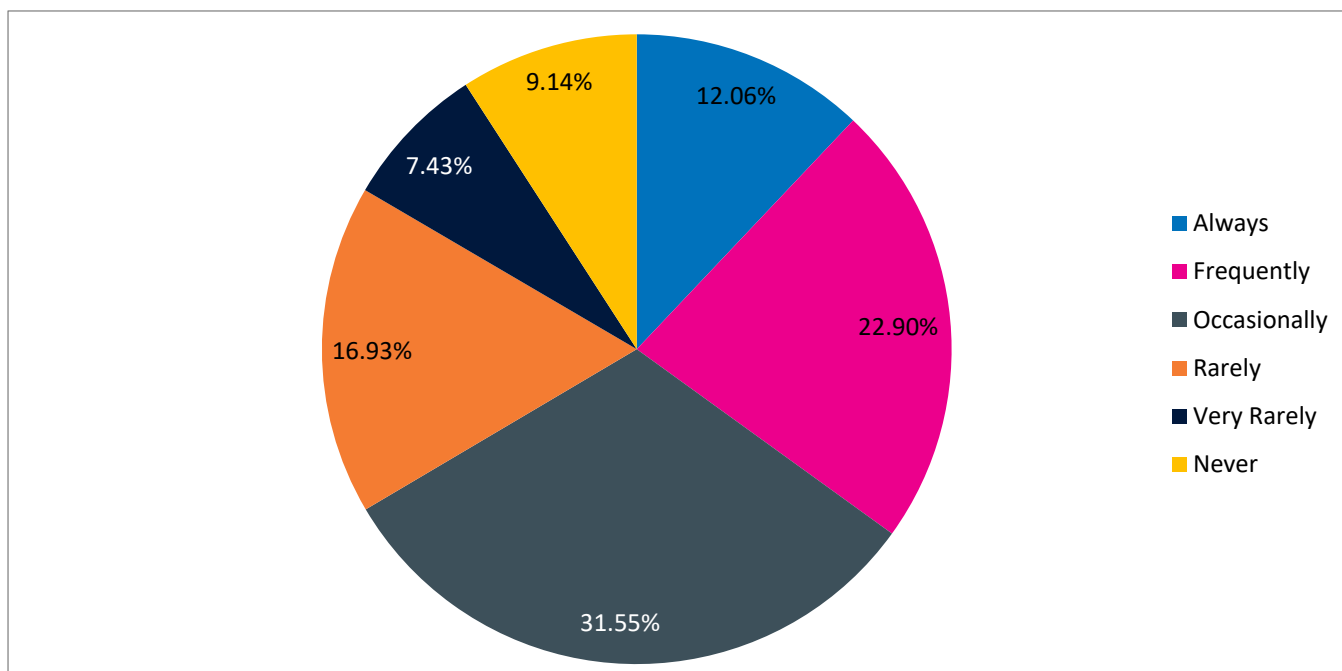


The data shows that the most important issue affecting students at Glasgow Caledonian University is the cost of living, identified by over half of respondents (55%) as their top concern. This is followed by access to suitable and affordable housing (16%) and mental health and wellbeing (8%). Other notable concerns include assessment workload, access to part-time employment, and affordable transport, while issues such as climate change, student belonging, and equality, diversity and inclusion were identified by a smaller proportion of students. Overall, the results highlight a strong focus on financial pressures and wellbeing.

Demographics

Across both the Glasgow and London campuses, the cost of living was the most pressing concern for students, particularly in Glasgow, where 55.67% identified it as their top issue compared to 49.06% in London. This concern was consistently prioritized across genders, student types (Home and International), academic levels, and schools, though it was highest among Home students (82.57%) and Postgraduate Researchers (61.36%). While male and female students both prioritized financial pressures, men showed greater concern for affordable housing, whereas women emphasized wellbeing and inclusion. Students with longer commutes were more focused on academic support, while those living nearby prioritized campus life and daily living issues. Affordable housing ranked as the second most important issue overall, especially among Postgraduate Taught and Research students, reflecting their specific housing challenges. Other concerns like academic integrity, AI, physical health, and inclusion were mentioned less frequently, with international students showing a slightly higher sensitivity to inclusion issues.

Chart 17: During this academic year, how often have you felt lonely at university?"



The data shows that loneliness is a common experience among university students, with 67% reporting feeling lonely at least occasionally, including 12% always, 23% frequently, and 32% occasionally. In contrast, 33% of students said they felt lonely rarely or never, with 17% rarely, 7% very rarely, and 9% never.

Demographics

The data reveals that loneliness is more pronounced among students at the London campus, with over 71% feeling lonely at least occasionally, compared to around 66% at Glasgow, where students report a stronger sense of connection. Shorter commutes generally correlate with lower loneliness. Male students are more likely to feel lonely all the time, while females report more frequent or occasional loneliness, with women overall slightly more likely to experience loneliness. International students face the highest levels of loneliness, likely due to cultural adjustment, whereas Scottish students report the lowest. Among schools, SHLS students experience loneliness most frequently, while GSBS students report the lowest persistent loneliness. Postgraduate students, particularly those taught and research-based, report higher and more intense loneliness than undergraduates, who experience lower levels of persistent loneliness but moderate occasional loneliness.

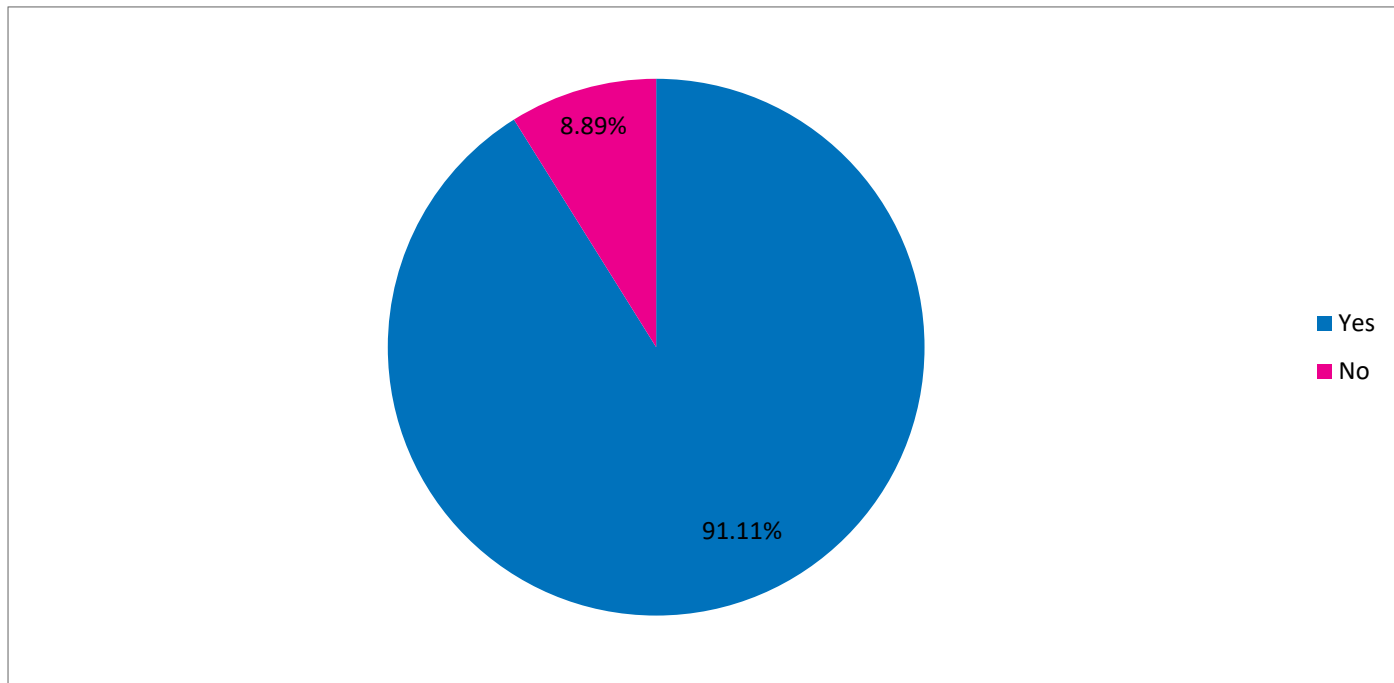
Question 38 asked students: How could the student experience at Glasgow Caledonian University be improved? Below you will find a summary of the key themes that emerged from the responses.

Students highlighted several key areas for improvement, focusing mainly on enhancing social integration through more inclusive, diverse, and alcohol-free events, especially to support new and international students and reduce loneliness. Financial pressures were a major concern, with calls for more affordable campus food, housing, transport, and tuition fee support, particularly for international students. Career development support needs strengthening, including better access to internships, job opportunities, and industry networking. Campus facilities and the Student Union require upgrades, with demands for more group spaces, better maintenance, extended hours, and improved sports facilities. Students also emphasized the need for better mental health services, greater equity and inclusion, and tailored support for diverse student groups. Lastly, academic structure and communication could be improved through clearer timetabling, more clustered classes, enhanced interaction with staff, and better access to learning resources and equipment.

Students' Association Building

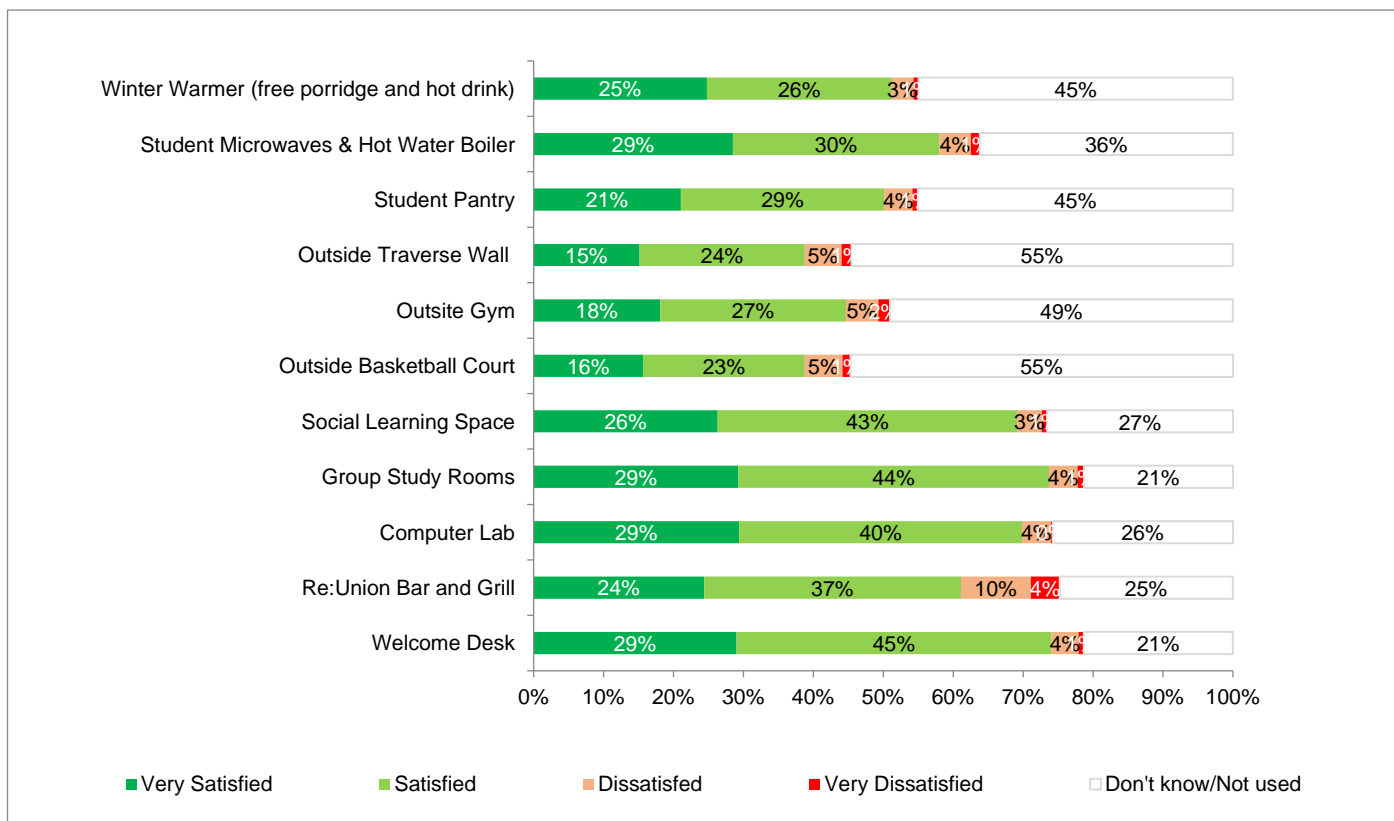
The next series of questions focus on the Students' Association building in Glasgow. For this reason, the campus location demographic will be excluded from this section of the report.

Chart 18: Did you know the Students' Association successfully campaigned for free gym and MUGA (Multi-Use Games Area) access on campus?



Building Facilities

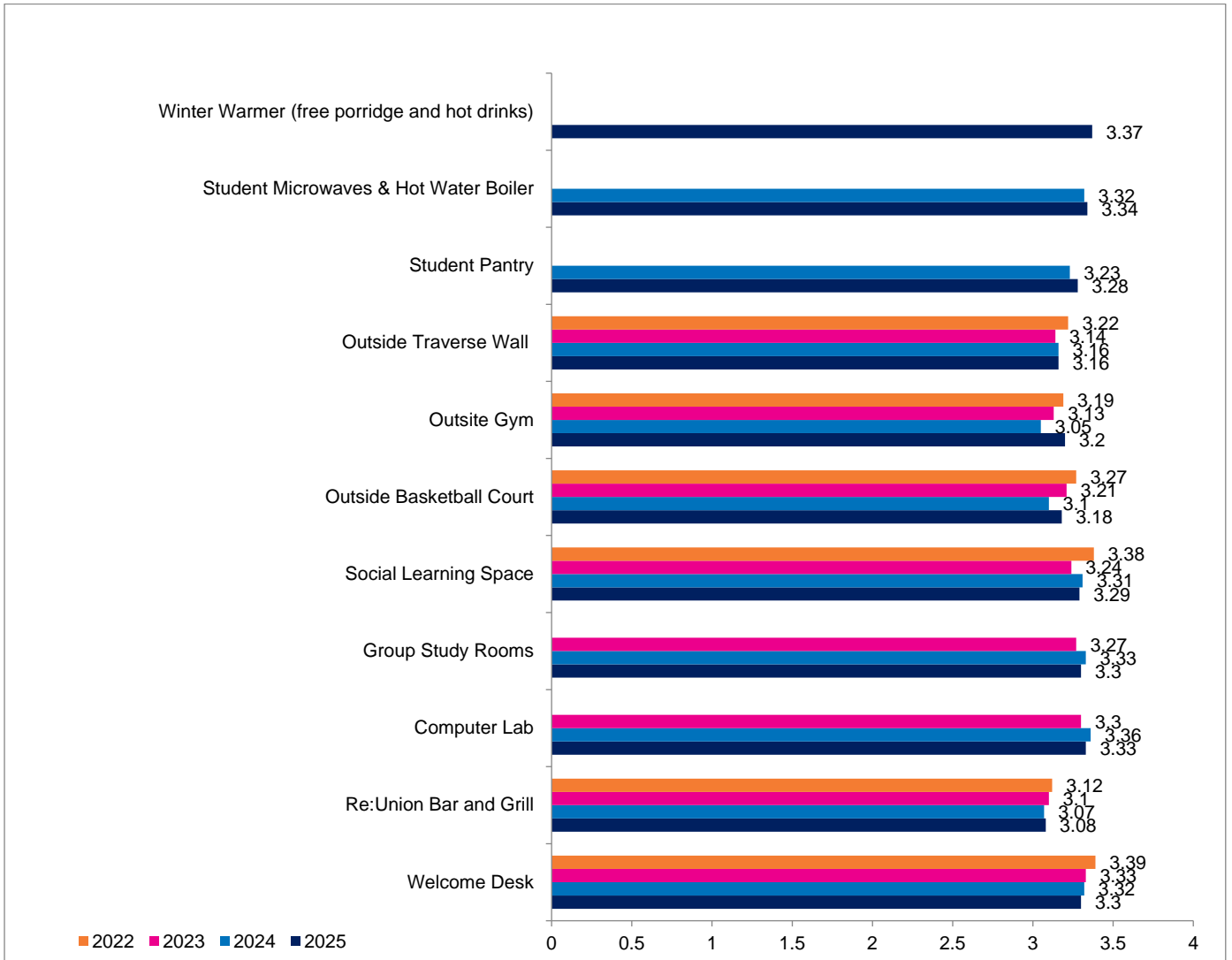
Chart 19: To what extent are you satisfied or dissatisfied with the services in the Students' Association Building



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The data shows generally high satisfaction with core facilities in the Students' Association Building, particularly the Welcome Desk, Computer Lab, Group Study Rooms, and Social Learning Space, all of which have satisfaction rates (very satisfied + satisfied) above 70%, with relatively low dissatisfaction and minimal negative feedback. In contrast, outdoor facilities like the Basketball Court, Outside Gym, and Traverse Wall have much lower engagement, with over 49%–54% of students reporting they *don't know or haven't used* them. Similarly, support amenities like the Student Pantry, Microwaves & Boiler, and Winter Warmer receive moderate satisfaction, but also show relatively high levels of non-usage (36%–45%). Overall, students are most satisfied with frequently used indoor services, while outdoor and some welfare-focused facilities are underutilized, suggesting potential gaps in awareness or accessibility.

Chart 19b: To what extent are you satisfied or dissatisfied with the services in the Students' Association Building (score out of 4)



(Please note Winter Warmer was added in 2025 and the Student Pantry and Student Microwaves & How Water Boiler were facilities were opened in February 2024 and that during 2022 the Group Study Rooms and Computer Lab were closed due to Covid-19 restrictions.)

The satisfaction ratings for facilities in the Students' Association Building remained fairly consistent between 2024 and 2025, with most scores hovering around 3.2 to 3.3 out of 4. The highest-rated facility in 2025 was the Winter Warmer (3.37), followed closely by the Student Microwaves & Hot Water Boiler (3.34) and Computer Lab (3.33). Outdoor facilities like the Basketball Court and Gym saw slight improvements but still scored lower than indoor spaces. Overall, satisfaction levels show stability with minor year-to-year variations, indicating consistent student contentment with these services.

Demographics

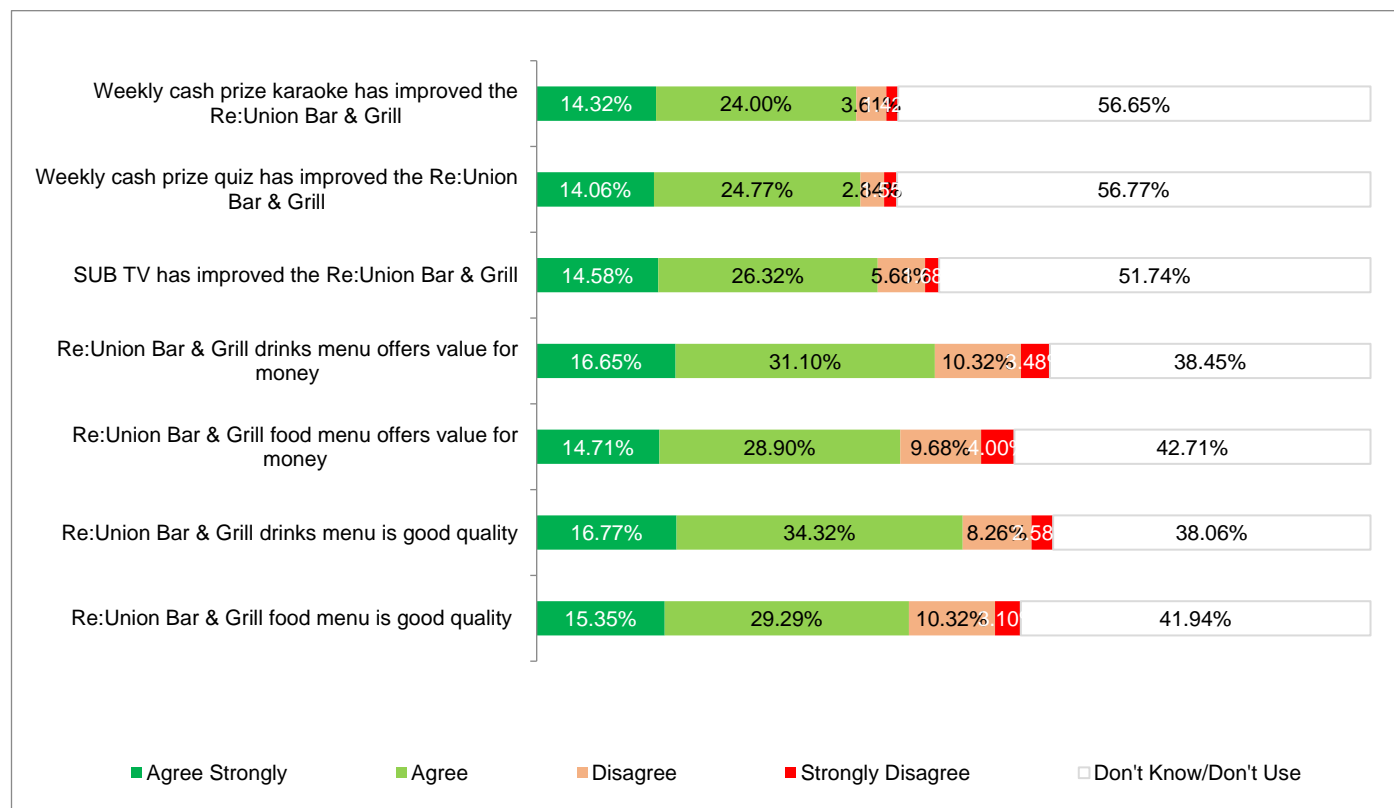
Students with shorter commutes (under an hour) generally report higher satisfaction and usage of most Students' Association Building facilities, especially indoor social and study spaces, compared to those with longer journeys. Male students show greater engagement than females across nearly all facilities, with the largest differences seen in outdoor amenities. International students report higher usage and satisfaction than home students, particularly for outdoor facilities and daily-use amenities, suggesting a greater reliance on campus resources. Among schools, GSBS students tend to engage most with social and outdoor spaces, SCEBE students use the computer lab and amenities more, while SHLS students show somewhat lower overall usage. Postgraduate students (both taught and research) consistently use and appreciate the facilities more than undergraduates, particularly indoor spaces, with undergraduates showing notably lower use of outdoor facilities.

Question 33 asked students: How could the Students' Association Building be improved? Below you will find a summary of the key themes that emerged from the responses.

The main themes raised about the Students' Association Building focus on the need for more and better spaces, including expanded study and social areas, a larger and more inviting bar, and improved facilities such as microwaves, toilets, and accessibility features. Students also called for more diverse, healthier, and affordable food and drink options, alongside improvements to the pantry. Many highlighted that the building lacks atmosphere and engagement, requesting more events, games, cultural activities, and a generally more welcoming environment. A recurring issue was communication, with many students unaware of existing services, leading to calls for clearer signage and stronger promotion through posters, social media, and email. Extended and more reliable opening hours, particularly for the bar and during exams, were frequently mentioned, as were practical upgrades such as better Wi-Fi, charging points, and sustainable practices.

Re:Union Bar

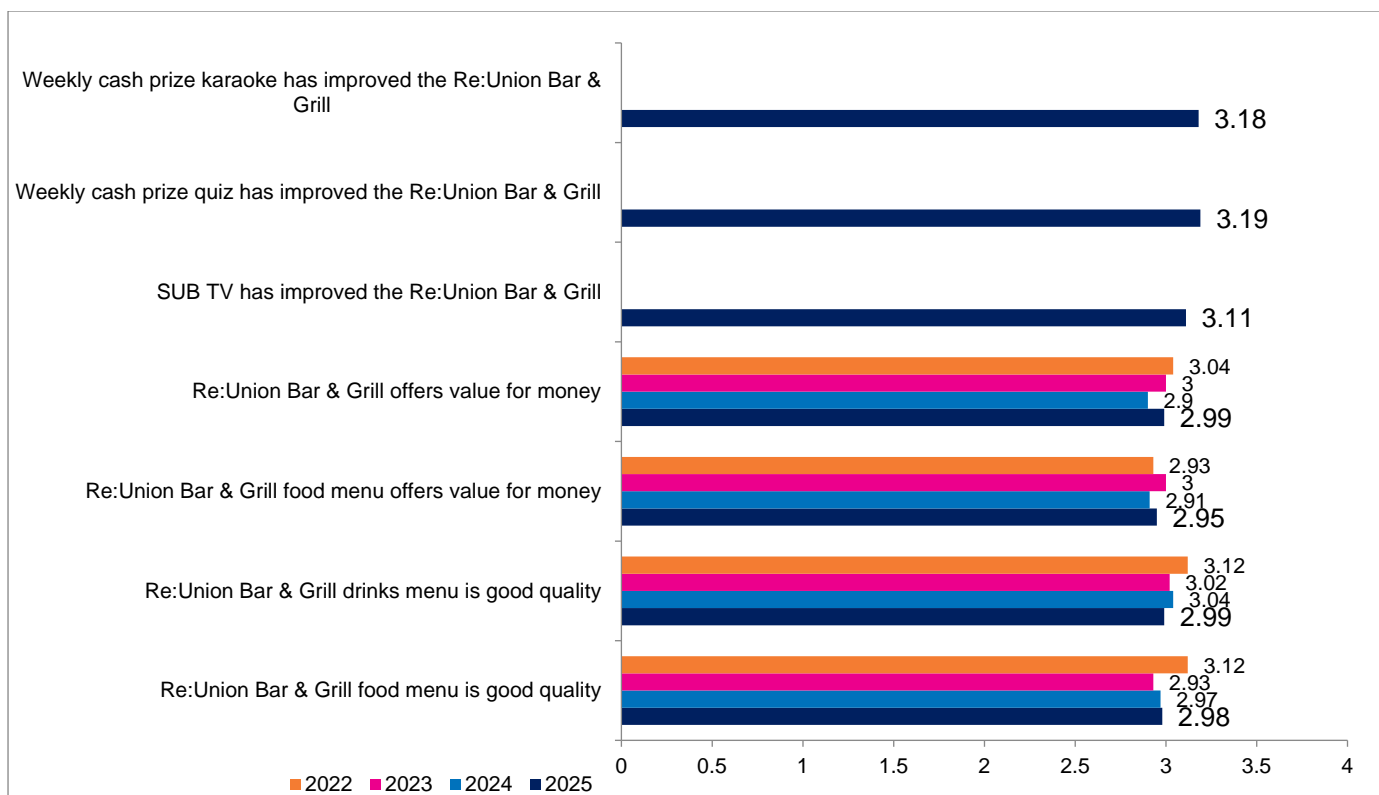
Chart 20: To what extent do you agree or disagree with the following statements



Most students have mixed opinions about the Re:Union Bar & Grill. Around 44-51% agree or strongly agree that the food and drinks menus are of good quality and offer value for money, though a significant portion

(around 38-43%) do not use or are unsure about these services. Opinions on recent improvements like SUB TV, weekly cash prize quizzes, and karaoke are more divided, with only about 38-41% agreeing these have improved the bar, while over half of respondents (around 52-57%) either don't know or don't use these activities. Negative responses (disagree or strongly disagree) remain relatively low across all statements.

Chart 20b: To what extent do you agree or disagree with the following statements



In 2025, student ratings for the Re:Union Bar & Grill's food and drinks quality were steady compared to 2024, with scores close to 3 out of 4, indicating generally positive views. Value for money showed slight improvement, particularly for drinks (2.99 in 2025 vs. 2.9 in 2024). The newly introduced features in 2025—SUB TV, weekly cash prize quiz, and karaoke—received good ratings above 3.1, suggesting these additions were well-received and positively contributed to the overall bar experience.

Demographics

Students with shorter commutes generally rate the Re:Union Bar & Grill's food and drinks quality slightly higher than those with longer commutes, though both groups have similar views on value for money and new initiatives like SUB TV, quizzes, and karaoke. Male students consistently report higher satisfaction across all aspects compared to females, including quality, value, and the impact of new features. International students also tend to rate the bar more positively than home students, especially regarding quality and overall value. Among schools, SCEBE students show the highest satisfaction and engagement with the bar and its improvements, followed by GSBS, with SHLS students reporting the lowest satisfaction. Satisfaction increases with level of study, with Postgraduate Research (PGR) and Postgraduate Taught (PGT) students rating the bar's quality, value, and new features notably higher than undergraduates. Overall, males, international students, SCEBE students, and postgraduates demonstrate stronger engagement and more positive views of the Re:Union Bar & Grill and its recent enhancements.

Question 38 asked students: How could the Re:Union Bar & Grill be improved? Below you will find a summary of the key themes that emerged from the responses.

The most common suggestions for improving the Re:Union Bar & Grill focus on expanding leisure facilities and activities, enhancing food and drink options, and improving affordability and ambiance. Students want better games and equipment, including repairs to pool tables and additions like air hockey and dart boards,

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alongside more varied and inclusive events, such as post-grad and cultural activities. There is strong demand for a wider, higher-quality food menu with halal, international, vegetarian, and vegan options, as well as fresher ingredients and better presentation. Many call for lower prices and more promotions to make the bar more affordable. Physical space limitations are a concern, with requests for a bigger venue, more seating, and modern renovations to improve decor, lighting, and sound. Finally, students consistently want extended opening hours, including later evenings and weekends, noting current early closures limit the bar's usefulness.

Appendix

	All 2021	All 2022	All 2023	All 2024	All 2025	Difference
Response Rate	445	355	491	1,072	1,223	151
Glasgow	401	315	413	933	1,038	105
London	29	35	72	96	115	19
Distance	15	5	3	3	3	0
						0
Know that all students at GCU were automatically members of GCU Students' Association	-	-	-	73.02		-73
						0
The Students' Association is welcoming and inclusive	-	86.42	83.97	83.87	84.18	0
The Students' Association contributes positively to my experience at University	80.93	74.08	74.61	76.98	76.64	0
The Students' Association has a range of activities that promote physical health, mental health and wellbeing	-	82.40	77.29	77.89	80.04	2
The Students' Association offers a range of relevant opportunities, events, activities and services	-	80.87	79.96	79.41	79.85	0
The Students' Association represents me	80.11	69.45	68.82	67.44	66.76	-1
I would go to the Students' Association if I had a problem	69.89	66.05	63.03	65.82	62.33	-3
Which of these statements describes your level of INVOLVEMENT in the Students' Association?						
I am happy with my level of involvement	68.78	64.20	59.91	73.48	76.62	3
I want to be more involved with the Students' Association but am not able to	22.10	20.68	23.83	15.55	13.88	-2
I intend to be more involved	9.12	15.12	16.26	10.97	9.50	-1
Communications. To what extent do you agree or disagree with the following statements:						
I know about what the Students' Association is doing	75.97	73.93	70.21	67.24	66.03	-1
I am satisfied with how I get information from the Students' Association	86.19	82.51	75.42	73.21	74.76	2
						0

There are four Full Time Officers who take a year out of studying to represent students. To what extent do you agree or disagree with the following statements:						0
I know that there are elected Full Time Officers	93.93	90.61	87.80	83.99	84.33	0
I know who my Full Time Officers are	68.51	63.18	60.24	55.77	-	
I know how to contact my Full Time Officers	56.90	54.87	51.21	50.39	53.45	3
I feel my university experience is better because we have Full Time Officers	60.50	59.21	53.66	59.91	61.77	2
Each course has elected or appointed Class Reps. Please tell us your experience of this academic representation. To what extent do you agree or disagree with the following statements:						
I know who my Class Reps are	82.87	75.46	77.56	76.04	69.89	-6
I know how to contact my Class Reps	82.32	76.90	76.59	75.03	67.23	-8
I feel kept informed of what my Class Reps are doing on my behalf	66.03	62.09	61.46	60.92	54.56	-6
I feel my course is better because we have Class Reps	70.72	61.73	58.78	60.36	54.22	-6
Student Voice is our democratic student decision-making body that decides our policy and scrutnises the work of the Full Time Officers. Are you aware of Student Voice?						
Yes I am aware	-	57.40	54.88	60.02	66.18	6
Not aware	-	42.60	45.12	39.98	33.82	-6
Any student can submit an Idea on how the University, Students' Association or local community can be improved. Are you aware of how to submit an Idea?						
Yes I am aware	-	41.52	41.71	48.49	48.43	0
Not aware	-	58.48	58.29	51.51	51.57	0
Are you aware the Students' Association operates an Advice Centre is you needed help and advice?						
Yes I am aware and know how to access it	44.20	47.06	46.38	48.65	48.82	0

Yes I am aware but not how to access it	27.07	34.93	31.17	27.77	29.70	2
Not aware	28.73	18.01	22.44	23.59	21.48	-2
Individuals who have used Advice Centre. How satisfied or dissatisfied are with you the Advice Centre?						
Support for academic advice (fit to sit, mitigating circumstances, appeals, harassment and complaints)	3.45	3.45	3.44	3.36	3.45	0
Support for disciplinary, conduct or fitness to study/practice	3.33	3.38	3.41	3.37	3.39	0
Support for personal and emotional issues	3.38	3.49	3.39	3.37	3.35	0
Help with money/finances	3.30	3.25	3.13	3.20	3.17	0
Accommodation information	3.31	3.32	3.13	3.24	3.27	0
Free condoms	3.35	3.41	3.29	3.36	3.38	0
Free period products	3.40	3.64	3.51	3.47	3.55	0
Nightline is a confidential telephone, text and online listening and information service run by trained students. Are you aware of the Nightline Service?						
Yes I am aware and know how to access it	-	42.32	40.97	40.98	43.46	2
Yes I am aware but not how to access it	-	17.60	23.41	18.96	17.86	-1
Not aware	-	40.07	35.62	40.07	38.68	-1
The Students' Association runs wellbeing workshops and events (ie emotional resilience, suicide prevention, therapets, sleep hygiene etc). Were you aware of this?						
Yes I am aware and how to access them	-	44.94	44.27	-		
Yes I am aware but not how to access them	-	23.60	24.17	-		
Not aware	-	31.46	31.55	-		
Activities Satisfaction. Individuals who have used activity.						
Student societies	3.22	3.18	3.07	3.14	3.16	0
Student sports	-	3.21	3.05	3.05	3.14	0

Campaigning and student activism	3.12	3.23	3.02	3.10	3.07	0
Radio Caley (Student Radio)	3.17	3.14	3.03	3.11	3.11	0
The Edit (Student Magazine)	3.21	3.13	3.03	3.08	3.15	0
Representation and Liberation Networks	-	3.15	3.03	3.14	3.16	0
Student Leaders Programme	3.26	3.26	3.16	3.21	3.20	0
Students' Association Events	3.19	3.21	3.08	3.17	3.15	0
Ethical and Environmental	3.21	3.30	3.06	3.17	3.17	0
Students' Association Building Satisfaction. Individuals who have used service.						
Welcome Desk		3.40	3.34	3.32	3.30	0
Re:Union Bar and Grill		3.12	3.10	3.07	3.08	0
Computer Lab	-	-	3.30	3.36	3.33	0
Group Study Rooms	-	-	3.29	3.33	3.30	0
Social Learning Space		3.38	3.25	3.31	3.29	0
Outside Basketball Court		3.27	3.20	3.10	3.18	0
Outside Gym		3.19	3.39	3.05	3.20	0
Outside Traverse Wall		3.22	3.15	3.16	3.16	0
Student Pantry	-	-	-	3.23	3.28	0
Student Microwaves & Hot Water Boiler	-	-	-	3.32	3.34	0
Winter Warmer (free porridge and hot drinks)	-	-	-	-	3.37	
Re:Union Satisfaction. Individuals who have used Re:Union.						
Re:Union Bar & Grill food menu is good quality		3.12	2.94	2.97	2.98	0
Re:Union Bar & Grill drinks menu is good quality		3.12	3.02	3.04	2.99	0
Re:Union Bar & Grill food menu offers value for money		2.93	3.01	2.91	2.95	0
Re:Union Bar & Grill drinks menu offers value for money		3.04	3.00	2.90	2.99	0
SUB TV has improved the Re:Union Bar & Grill	-	-	-	-	3.11	#
Weekly cash prize quiz has improved the Re:Union Bar & Grill	-	-	-	-	3.19	
Weekly cash prize karaoke has improved the Re:Union Bar & Grill	-	-	-	-	3.18	

