

Introduction

The Students' Association Annual Survey for the academic year 2025-26 was conducted over a span of eight weeks, from March 2nd to April 30th 2026. Responses are down 148 from last year to 1,075.

This drop in engagement can be largely attributed to the lower voter turnout in the Full Time Officer Elections.

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 favours female students (53%).
- Nearly half of the respondents are Scottish students (49%).
- A significant majority of students are studying full-time (97%).
- Most students live in privately rented housing (41%) or with family (38%).
- The largest group of respondents was from SHLS (42%).

This summary encapsulates the key demographic and academic details from the 2026 data, highlighting the diversity and composition of the respondents.

	2026 %	2025%	2024 %	2023 %	2022 %	2021 %
Gender	Base: 1075	Base: 1223	Base: 1072	Base: 491	Base: 361	Base: 333
Male	44	46	50	44	37	32
Woman	53	52	48	53	59	65
Other	<1	<1	<1	1	*	0
Prefer not to say	1	<1	1	2	2	2
Trans man	<1	<1	<1	<1	0	*
Trans Woman	1	<1	<1	<1	0	
Non-binary	1	<1	1	<1	2	1
Age						
16-20	28	25	19	15	20	25
21-24	23	27	25	22	23	32
25-29	24	24	24	25	25	18
30+	25	23	31	37	30	25
Nationality**						
Scottish	49	44	43	35	45	55
UK	3	4	4	5	3	6
EU	5	5	4	7	9	17
International	43	46	49	53	43	22
Level / Year						
Undergraduate	57	54	49	44	53	74
Postgraduate Taught	37	39	44	46	40	22
Postgraduate Research	5	7	7	10	7	4
Method of study						
Full time	97	97	98	97	95	95
Part time	3	3	2	3	5	5
Accommodation						
Caledonian Court	7	7	7	6	5	2
Private Halls of Residence	4	4	4	4	5	8
Living with family	38	36	31	24	33	32
Privately rented house or flat	41	43	47	53	40	42
Own home	5	4	6	9	10	10
Other	1	2	3	1	2	1
Prefer not to say	3	4	3	3	4	4
School						
School of Science and Engineering (SSE)	23	21	26	24	25	25
Glasgow School for Business and Society (GSBS)	32	40	33	33	33	36
School of Health and Life Sciences (SHLS)	42	36	38	38	38	39
Other	3	4	3	5	3	0

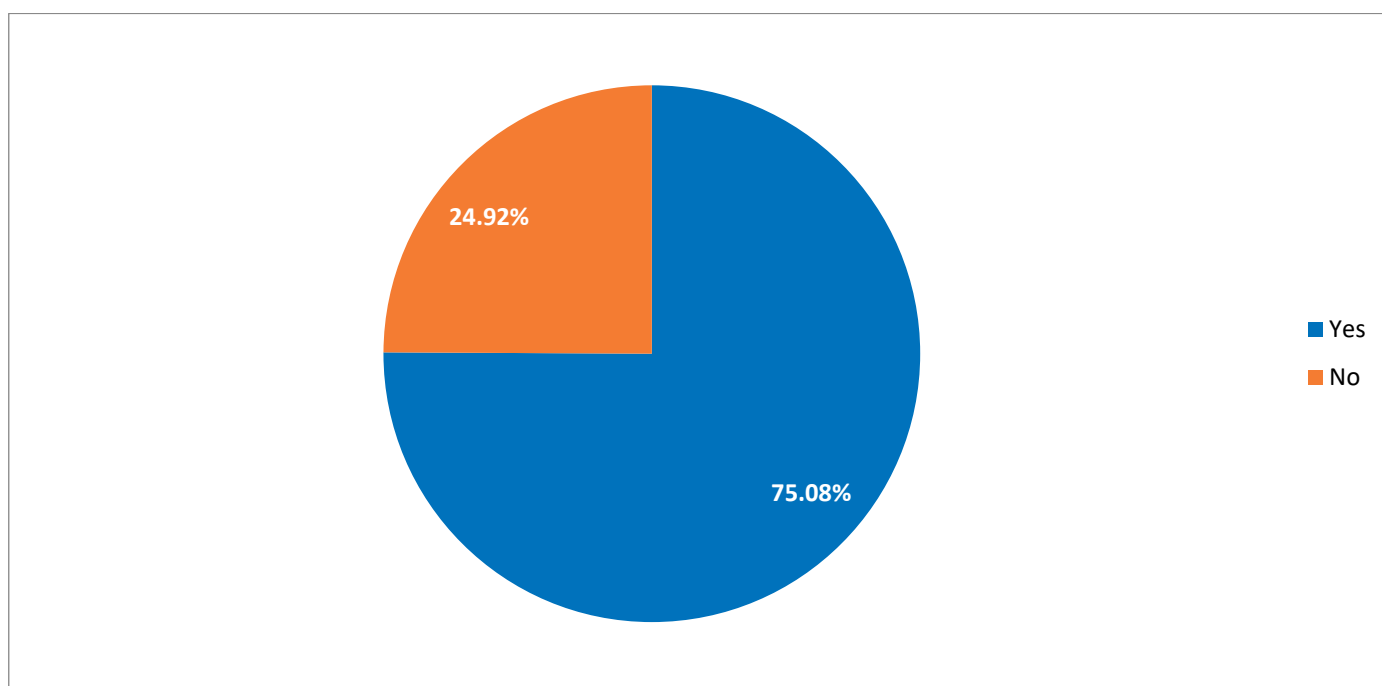
Awareness and Involvement in the GCU Students' Association

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 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 (75%) are aware that they are automatically members of the Students' Association, while 25% are not. This score is similar to 2025. This trend is consistent, with slight variations, across different demographics of the student population.

Demographics

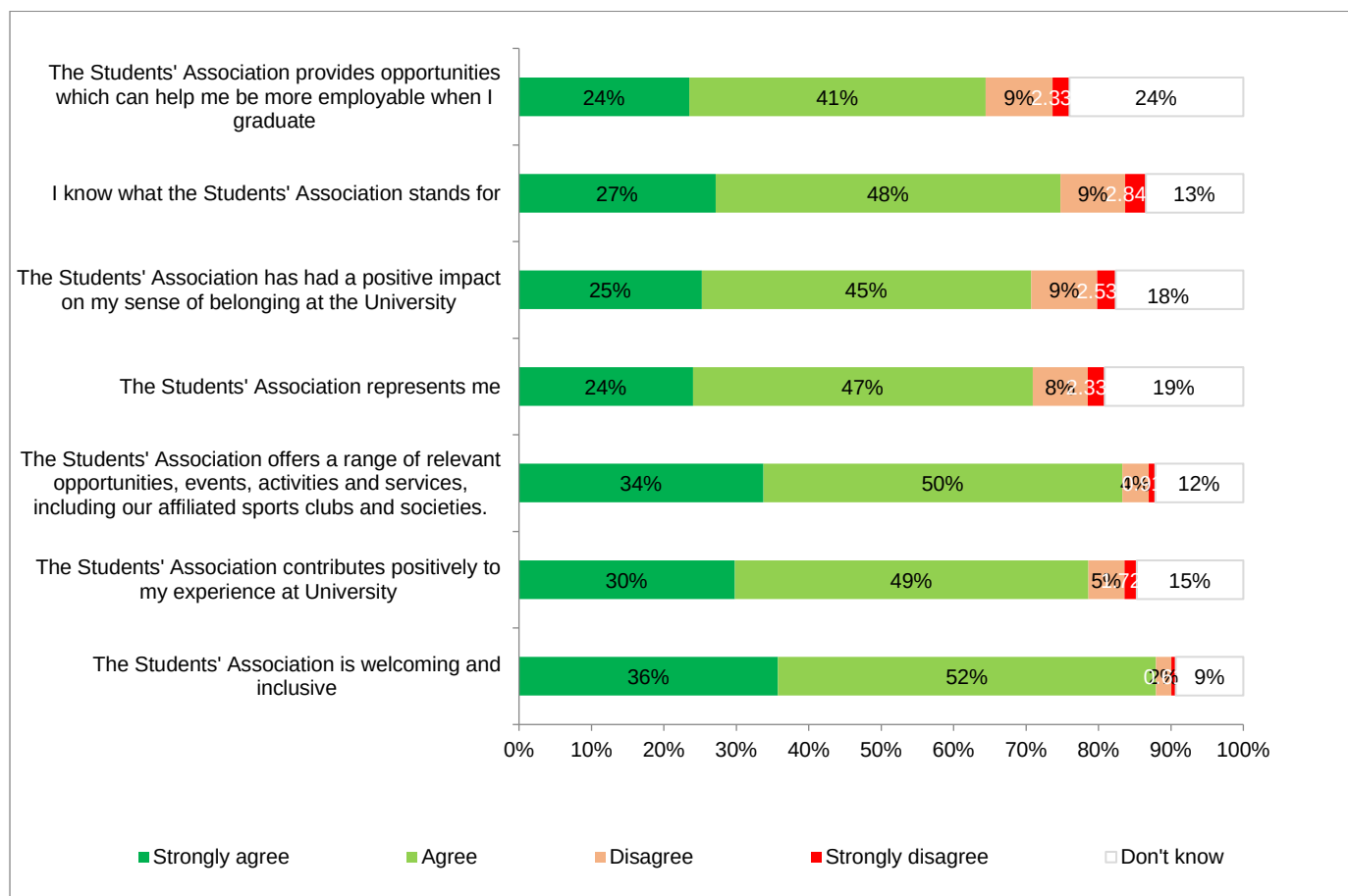
Awareness of membership varied across campus locations and student demographics. On the Glasgow Campus, 75% of students were aware of their membership, compared to 70% on the London Campus. Commuter students, particularly those traveling 30 minutes or less, reported the highest awareness at 79%. By gender, male students demonstrated higher awareness (77%) than female students (74%). International students showed the highest overall awareness at 83%.

Awareness levels also differed across academic schools: students from SSE reported the highest awareness (77%), followed by GSBS (76%) and SHLS (73%). By study type, postgraduate taught and postgraduate research students had the highest awareness (at 82% and 84%), while undergraduate awareness was lower at 70%.

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

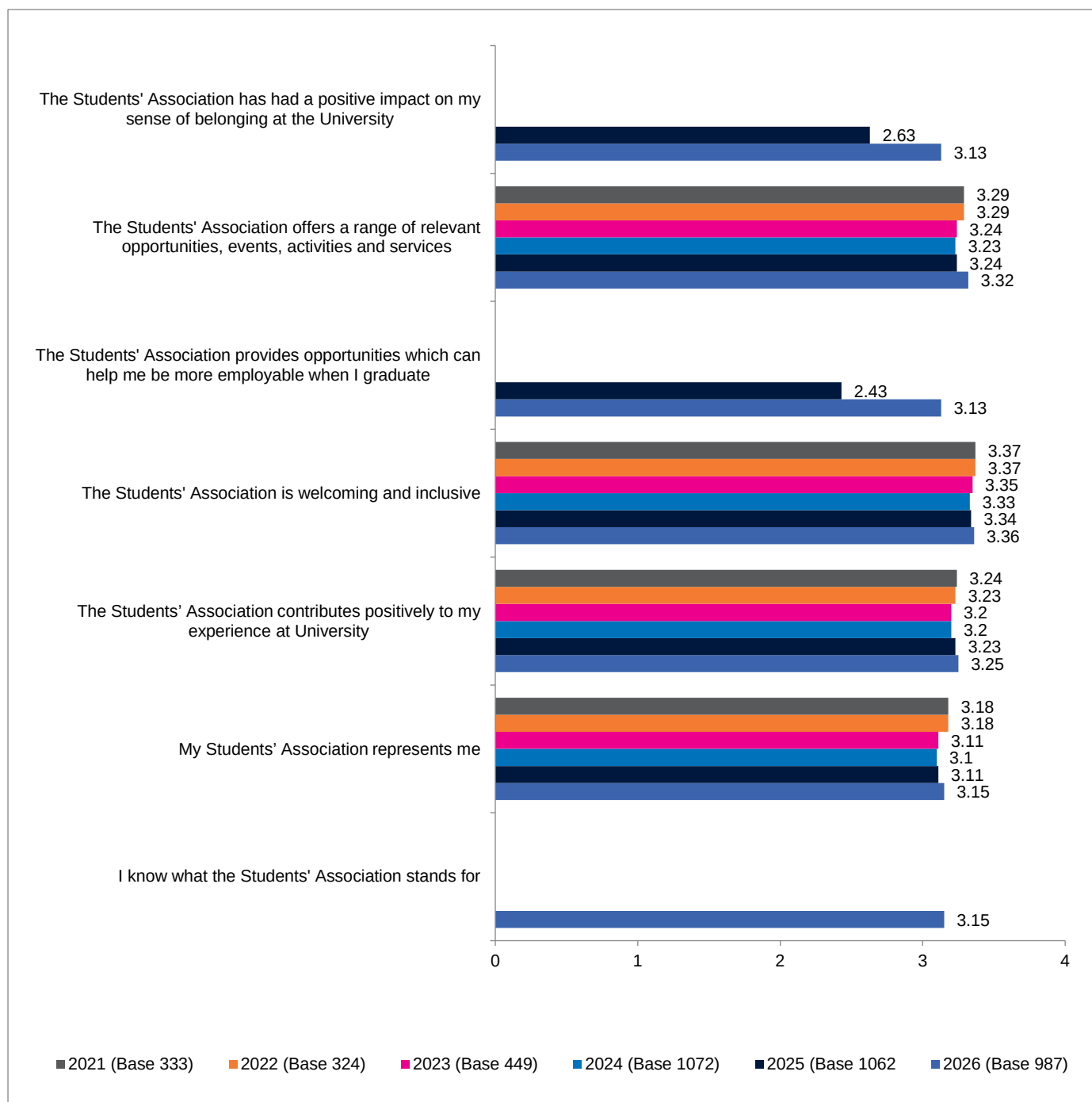


The data indicates a positive perception of the Students' Association, with combined agreement levels ranging from 65% to 88%. The strongest results relate to being welcoming and inclusive (88%), offering a relevant range of opportunities and services (84%), and contributing positively to the student experience (79%). Results are comparatively lower for providing opportunities that improve employability (65%), having a positive impact on students' sense of belonging (70%), and representing students (71%). "Don't know" responses are highest for employability opportunities (24%), representation (19%), and sense of belonging (18%).

Demographics

The demographic data shows generally positive perceptions of the Students' Association across all student groups. International students were consistently among the most positive, with 93% agreeing that the Students' Association is welcoming and inclusive, 90% that it offers a relevant range of opportunities and services, and 88% that it contributes positively to their university experience. Students from the rest of the UK were most likely to view the Students' Association as welcoming and inclusive, at 94%. Responses were broadly consistent across genders, with 86% of men and 90% of women agreeing that it is welcoming and inclusive, while 79% of both groups agreed that it contributes positively to their university experience. Scottish students were generally less positive, particularly regarding representation (60%), belonging (61%) and opportunities that support employability (55%).

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 the score is to four, the higher the level of agreement.

Scores increased across all statements between 2025 and 2026. The most significant increases were for opportunities that can help students become more employable when they graduate, which rose from 2.43 to 3.13, and having a positive impact on students' sense of belonging at the University, which increased from 2.63 to 3.13. These are particularly encouraging improvements, as both questions were first introduced in 2025.

Agreement that the Students' Association offers a relevant range of opportunities, events, activities and services also increased from 3.24 to 3.32, its highest score since this data was first collected in 2021. Smaller

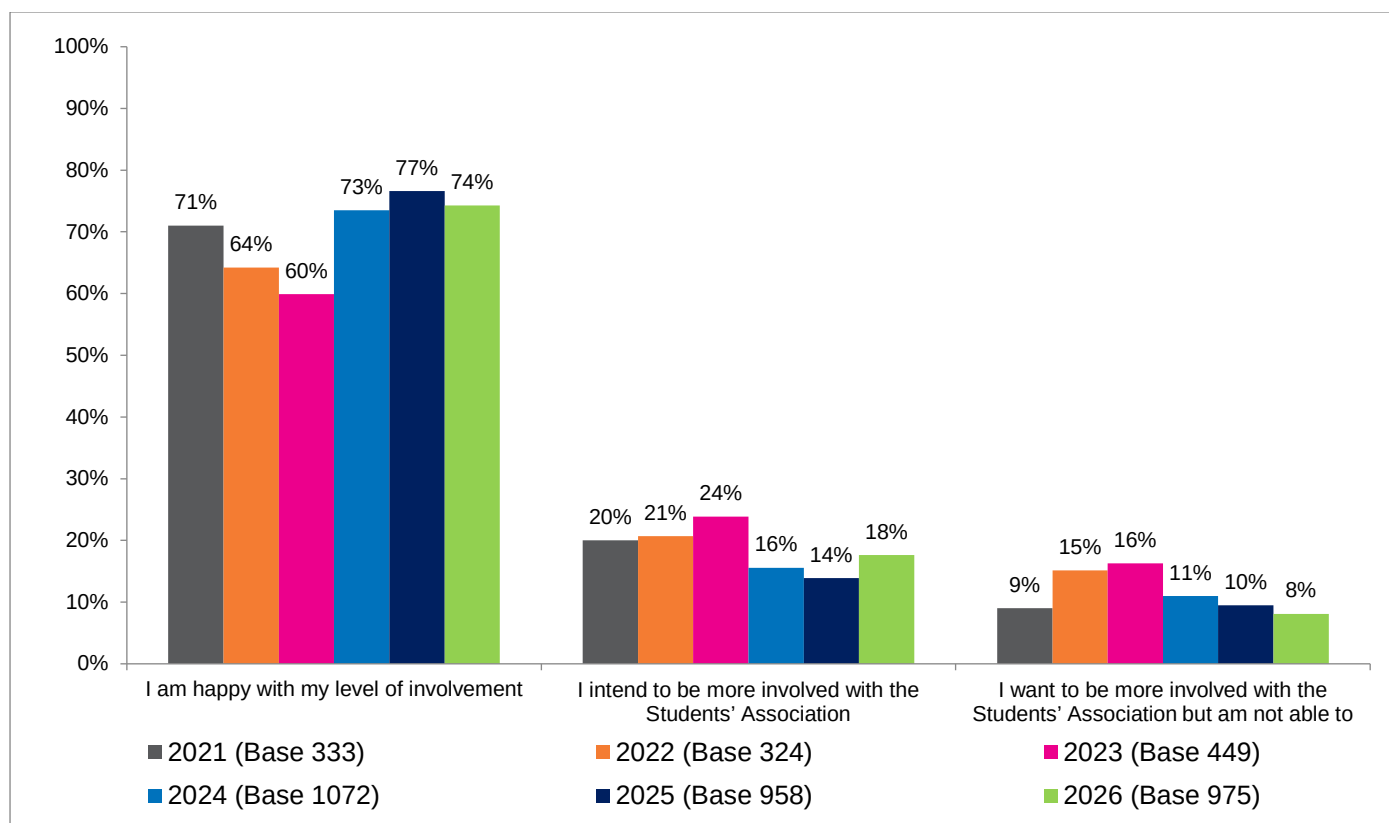
increases were recorded for representation, welcoming and inclusivity, and contributing positively to the university experience.

In 2026, students were asked for the first time whether they know what the Students' Association stands for. This received a mean agreement score of 3.15, providing a baseline for comparison in future years.

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 3: Which of the following statements applies to you?



In 2026, 74% of students reported being happy with their level of involvement in the Students' Association. This represents a decrease from 77% in 2025 but remains slightly higher than the 73% recorded in 2024. The proportion of students intending to become more involved increased from 14% to 18%, while those who wanted to be more involved but felt unable to do so decreased from 10% to 8%, the lowest level recorded in the past six years.

Collectively, these results indicate that most students remain satisfied with their current level of involvement. Although there has been a small decline in overall satisfaction, the increase in students intending to become more involved suggests growing interest in further engagement. The continued reduction in those who feel unable to participate is encouraging and may indicate that barriers to involvement are becoming less significant.

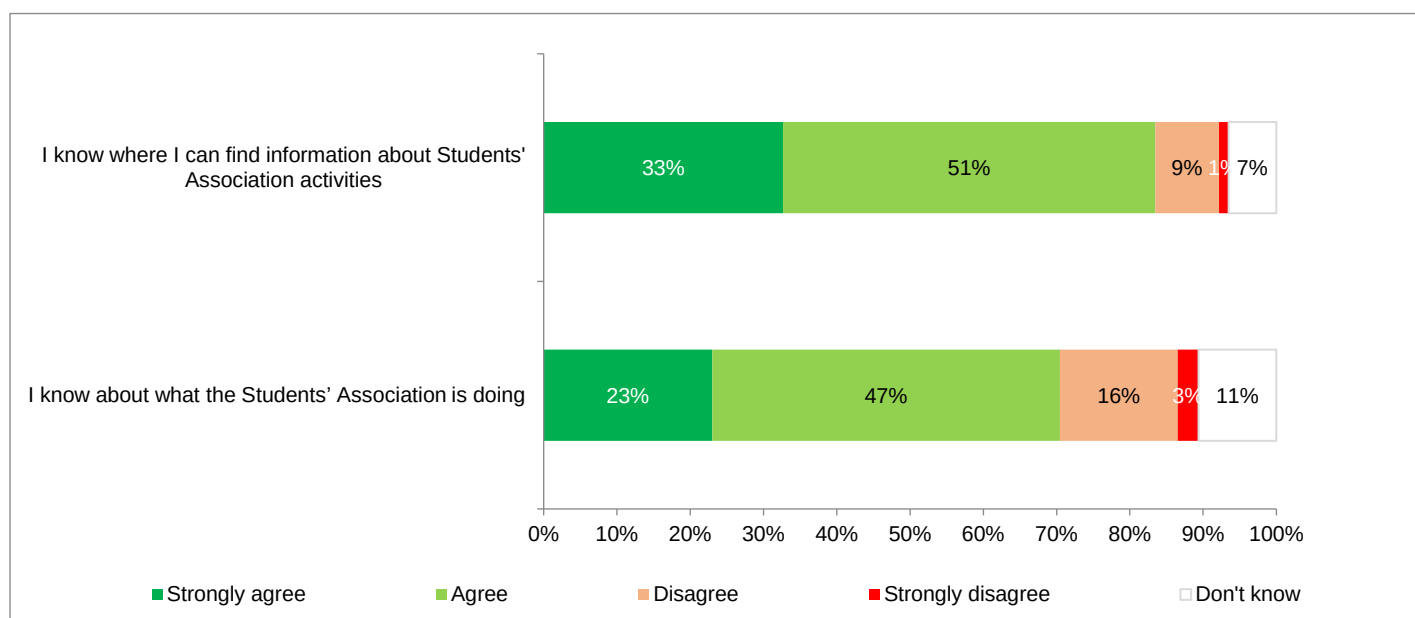
The most commonly reported barrier to involvement was a lack of time, with students describing difficulties balancing their studies with employment, placements, caring responsibilities and family commitments. A second significant theme was limited awareness, as many students were unsure what the Students' Association does, what opportunities are available or how to become involved.

Student satisfaction with their level of involvement in the Students' Association varies across several demographic factors. Campus location shows little difference, with 74% of Glasgow students and 73% of London students reporting satisfaction. There is no clear relationship between commuting time and satisfaction, which ranges from 72% among those travelling between 30 minutes and one hour to 79% among those travelling between one and two hours. Gender differences are also minimal, with 74% of male students and 75% of female students satisfied with their involvement. Greater variation is evident by domicile, with 79% of Scottish students and 80% of students from the rest of the UK reporting satisfaction, compared with 68% of international students. Satisfaction across academic schools ranges from 73% to 76%. By level of study, undergraduate students reported the highest satisfaction at 77%, followed by postgraduate research students at 73% and postgraduate taught students at 70%.

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 4: Agreement with statements about information



The results indicate that students are more confident about where to find information than they are about what the Students' Association is doing. Overall, 84% agreed that they know where to find information about Students' Association activities, compared with 70% who agreed that they know about its work.

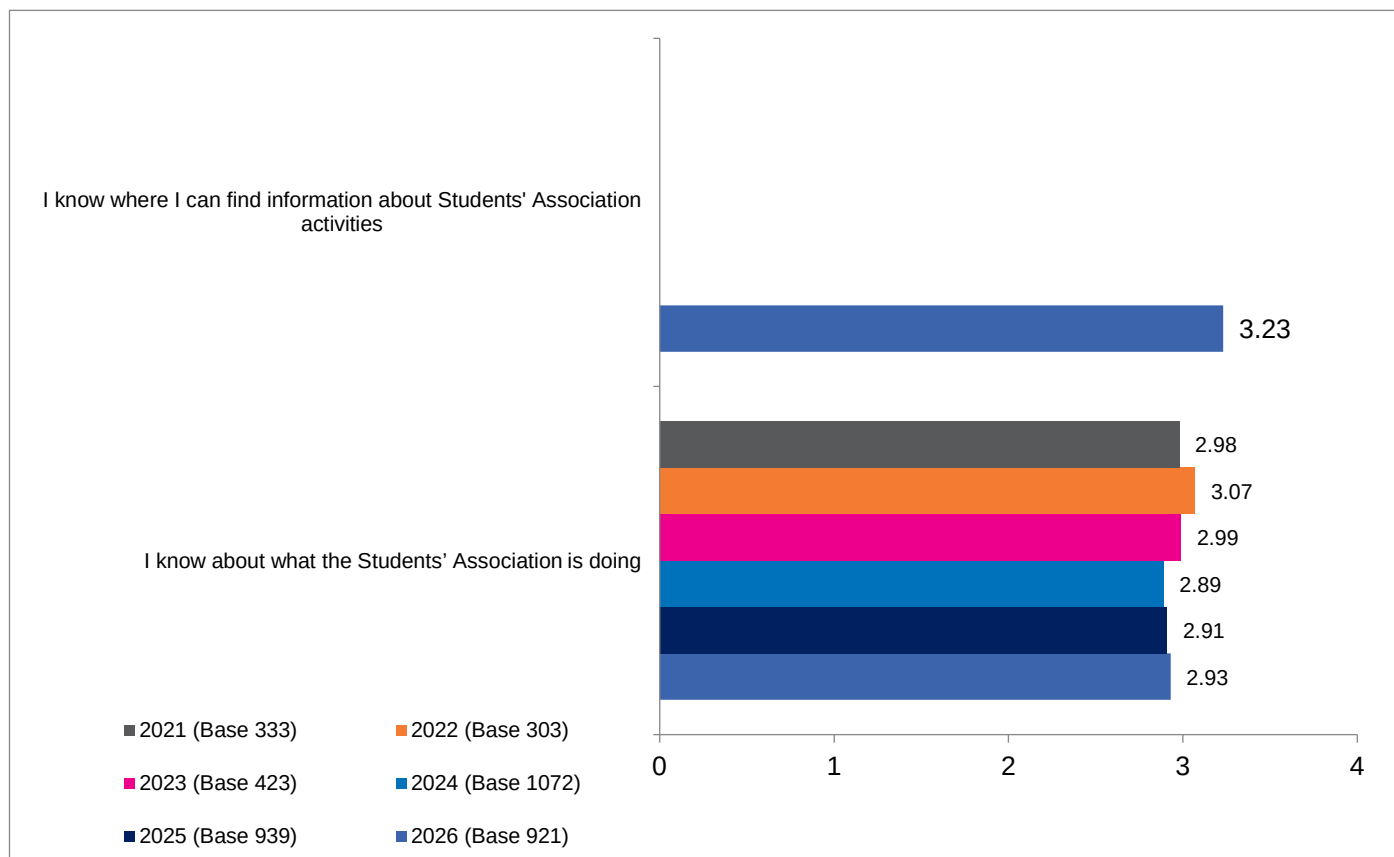
Demographics

Awareness varies more significantly for knowing what the Students' Association is doing than for knowing where to find information. London students reported higher awareness than Glasgow students, particularly regarding knowledge of the Students' Association's work, at 86% compared with 69%. Awareness also decreased with commuting distance, with 73% of students living within one hour of campus knowing what the Students' Association is doing, compared with 62% of those travelling between one and two hours and 59% of those travelling over two hours.

Gender differences were minimal. However, international students reported considerably higher awareness than Scottish students, both in knowing where to find information (90% compared with 78%) and knowing what the Students' Association is doing (80% compared with 63%). Awareness of its work was also lower among SSE students (63%) than GSBS (69%) and SHLS students (74%). Postgraduate students were

generally more informed than undergraduates, with 82% of PGR and 78% of PGT students knowing what the Students' Association is doing, compared with 65% of undergraduate students.

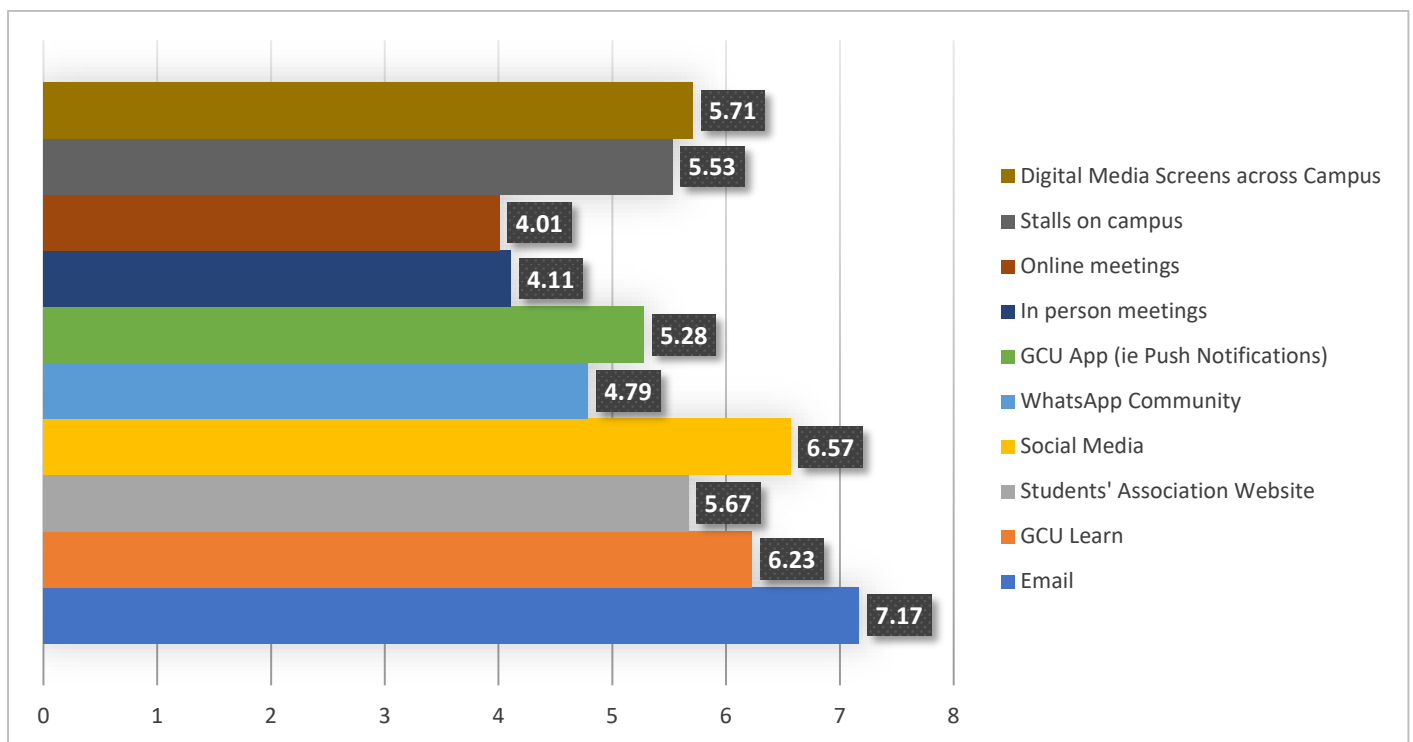
Chart 4b: Agreement with statements about information: Mean Scores



'I know where I can find information about the Students' Association activities' was a new question added in 2026

Chart 5: How do you prefer to find out information from the Students' Association?

This year we asked students to rank their preferred method of communication. Scores were calculated using a weighted average. First preferences received 10 points, decreasing to 1 point for tenth preferences. A higher score indicates a stronger overall preference among respondents.



Email is students' preferred way to receive information from the Students' Association, achieving the highest average ranking of 7.17. Social media was the second most popular channel at 6.57, followed by GCU Learn at 6.23. Digital media screens, the Students' Association website and stalls on campus also ranked relatively highly. More direct or interactive methods were less popular, with online meetings receiving the lowest score of 4.01, followed by in-person meetings at 4.11 and WhatsApp Communities at 4.79. The findings suggest that students favour quick, accessible digital communications over meetings or group-based channels.

Demographics by age only

The age breakdown shows that email is the most consistent communication channel across all groups, ranking first among students aged 21 and over and remaining a strong second choice among those aged 16 to 20.

The clearest generational difference relates to social media. It is the preferred channel among 16 to 20-year-olds, with a score of 7.54, but its popularity decreases steadily with age, falling to 5.50 among students aged 30 and over. The opposite pattern can be seen with WhatsApp Communities, which rises from 4.21 among 16 to 20-year-olds to 5.71 among those aged 30 and over. Online meetings also become more acceptable with age, although they remain a relatively low-ranked channel overall.

GCU Learn, the Students' Association website and the GCU App receive broadly consistent scores across the age groups. Campus-based channels, including stalls and digital screens, perform slightly better among younger students.

For the Communications Strategy, this supports an age-responsive approach:

- 16 to 20: prioritise social media, supported by email, GCU Learn and visible campus promotion.
- 21 to 24: use a balanced mix of email, social media, GCU Learn and digital screens.
- 25 to 29: lead with email and GCU Learn, with social media playing a supporting role.

- 30 and over: prioritise email, while making greater use of WhatsApp, the website and targeted online communications.

The 30+ category covers several generations, so its results should be treated as a broad indication rather than the preference of one distinct generation.

Question 20: What information do you think the Students' Association should provide to you?

Students most frequently requested information about upcoming events, activities and opportunities to become involved in university life. Employment and career development were also prominent themes, including part-time work, graduate roles, placements, internships, career fairs and skills development. Students wanted clearer information about societies and sports clubs, particularly what is available and how to join.

Other recurring themes included support and wellbeing services, student rights, financial assistance and important University changes. Students also expressed an interest in seeing more about the Students' Association's work, including its priorities, campaigns, representation activity and the outcomes it achieves. Overall, the responses suggest a preference for practical, timely and clearly signposted information, with some students requesting communications tailored to their course, level of study or personal interests. A smaller group felt that the information currently provided was already sufficient.

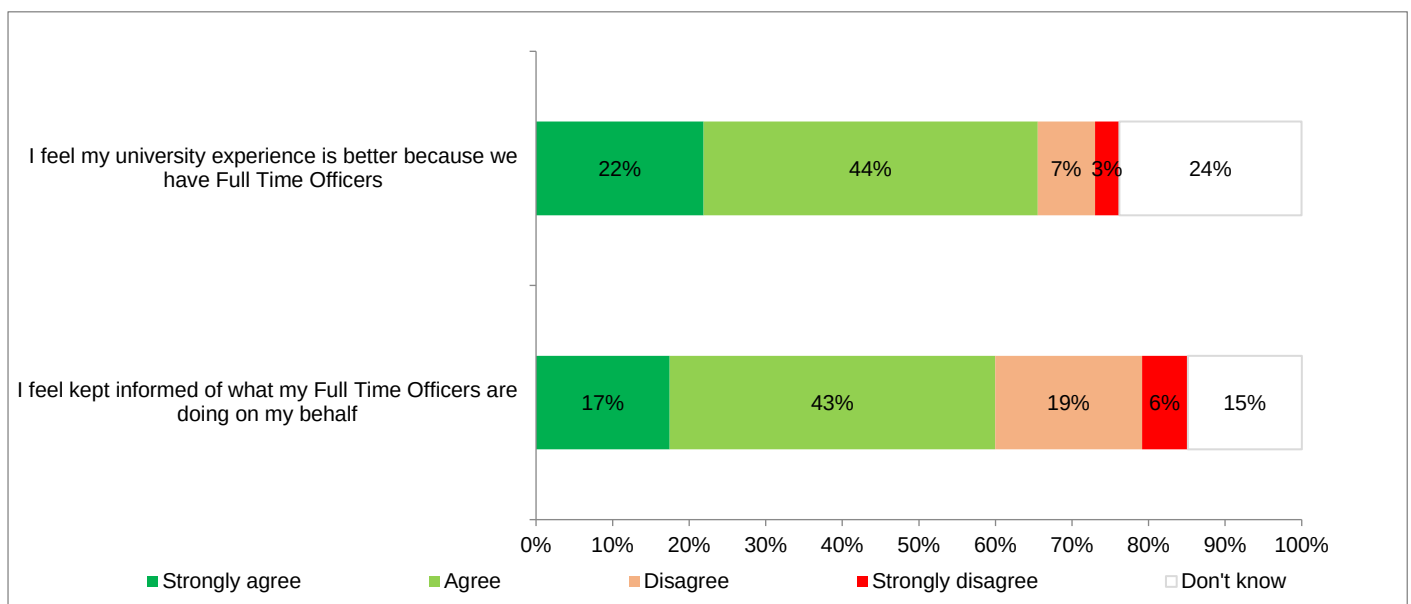
Representation

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



Overall, 66% of students agreed that their university experience is better because of the Full Time Officers, while only 10% disagreed. However, almost one quarter (24%) selected "don't know", suggesting that many students are not sufficiently aware of the Officers' impact. Although 60% felt kept informed about what their Full Time Officers are doing on their behalf, 25% disagreed and a further 15% did not know.

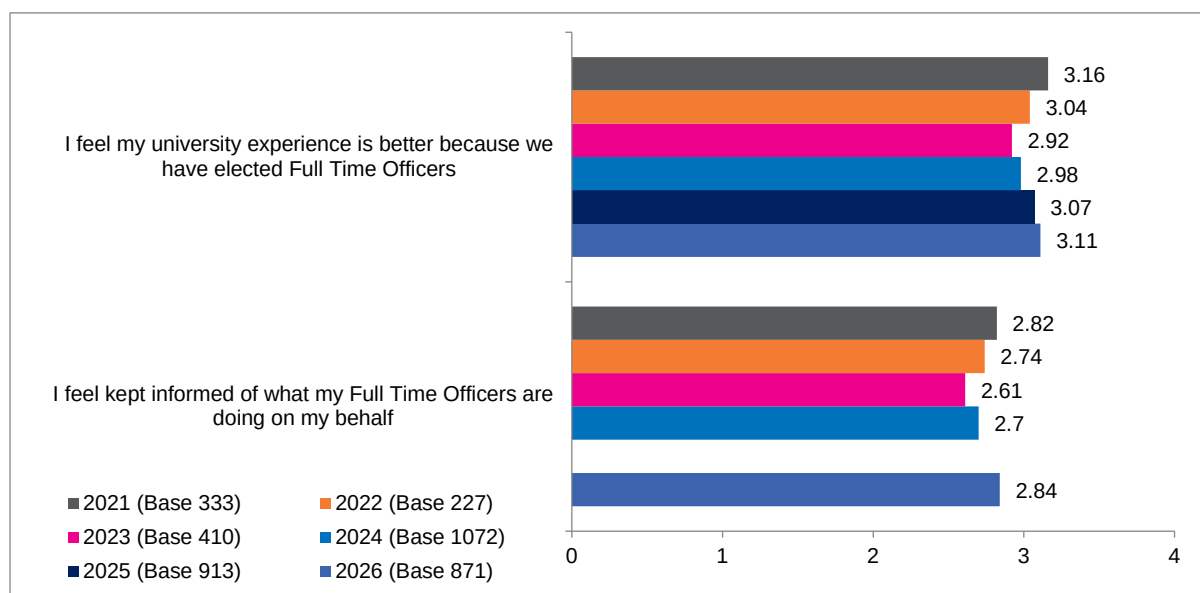
Demographics

Perceptions of Full Time Officers vary considerably across several demographic groups. London students were more likely than Glasgow students to feel informed about their Officers' work (70% compared with 59%) and to believe that their university experience is better because of them (76% compared with 65%). Gender differences were minimal across both statements.

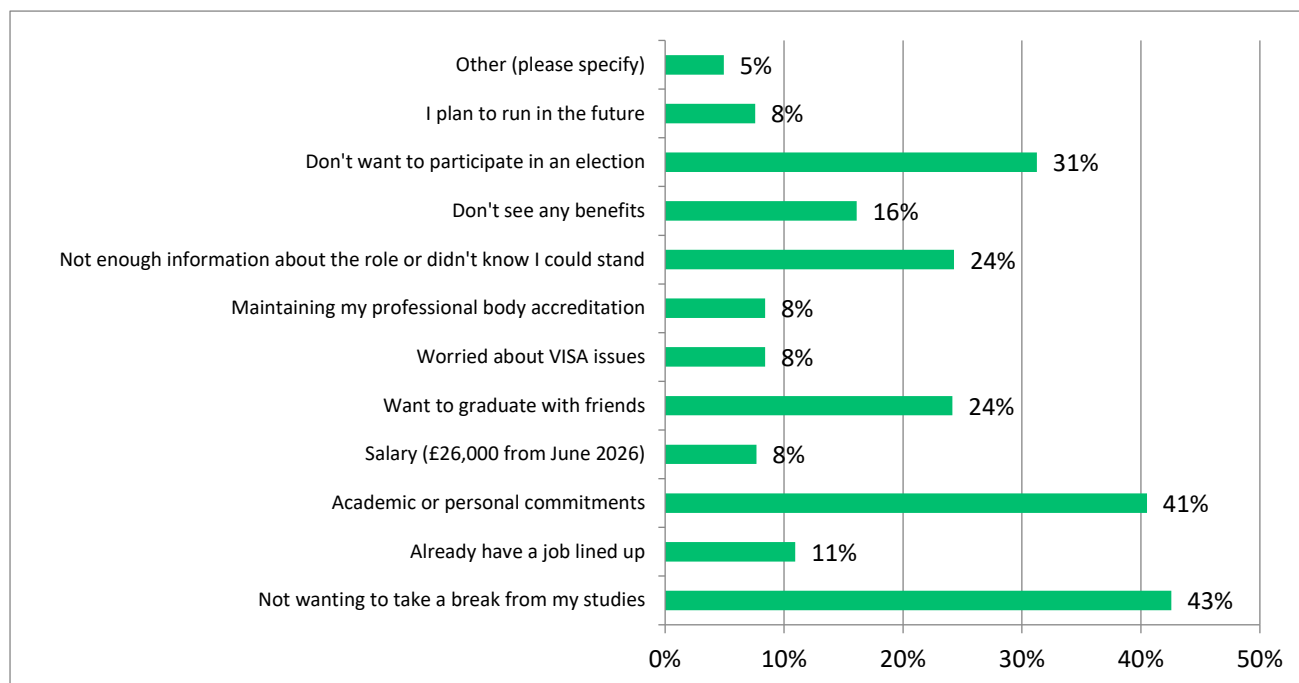
The greatest differences relate to domicile and level of study. International students reported substantially higher agreement than Scottish students, with 73% feeling informed compared with 49%, and 76% believing Officers improve their university experience compared with 57%. Postgraduate students were also considerably more positive than undergraduates. Around 74% of PGT and PGR students felt informed, compared with 51% of undergraduates. Similarly, 76% of PGT and 79% of PGR students felt Officers improved their experience, compared with 58% of undergraduates.

Across academic schools, SHLS students were the most positive, with 67% feeling informed and 70% reporting an improved university experience. SSE students were least likely to feel informed, at 50%. The high "don't know" responses among Scottish students and undergraduates, both around 31% when asked about Officers' impact, suggest that greater visibility may be particularly important for these groups.

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



Students' perceptions of Full Time Officers improved in 2026. The mean score for students feeling that their university experience is better because of elected Full Time Officers increased from 3.07 in 2025 to 3.11, continuing its recovery from a low of 2.92 in 2023. The score for feeling informed about the work of Full Time Officers also increased, from 2.70 in 2024 to 2.84 in 2026, the highest recorded across the period shown. This question was not included in the 2025 survey, so no comparison is available for that year.

Chart 7: What would prevent you from being a candidate in the Full Time Officer Elections? (Base 882)

The main barriers to standing in the Full Time Officer Elections relate to students' academic priorities and the structure of the role. Around 43% did not want to take a year out from their studies, while 41% cited academic or personal commitments. Almost one third simply did not want to participate in an election. Other significant barriers included not having enough information about the role or not knowing they were eligible to stand (24%), wanting to graduate alongside friends (24%), and not seeing the benefits of becoming an Officer (16%).

The "Other" responses largely reinforced barriers identified elsewhere in the question. Students commonly referred to existing employment, career plans, family responsibilities and a lack of time. Some were concerned that taking office would interrupt their studies or extend an already lengthy degree. Confidence and the public nature of campaigning also emerged as barriers, including concerns about public speaking, personal exposure, criticism and not being elected. A smaller number were uncertain whether London, exchange or final-trimester students were eligible to stand.

Demographics

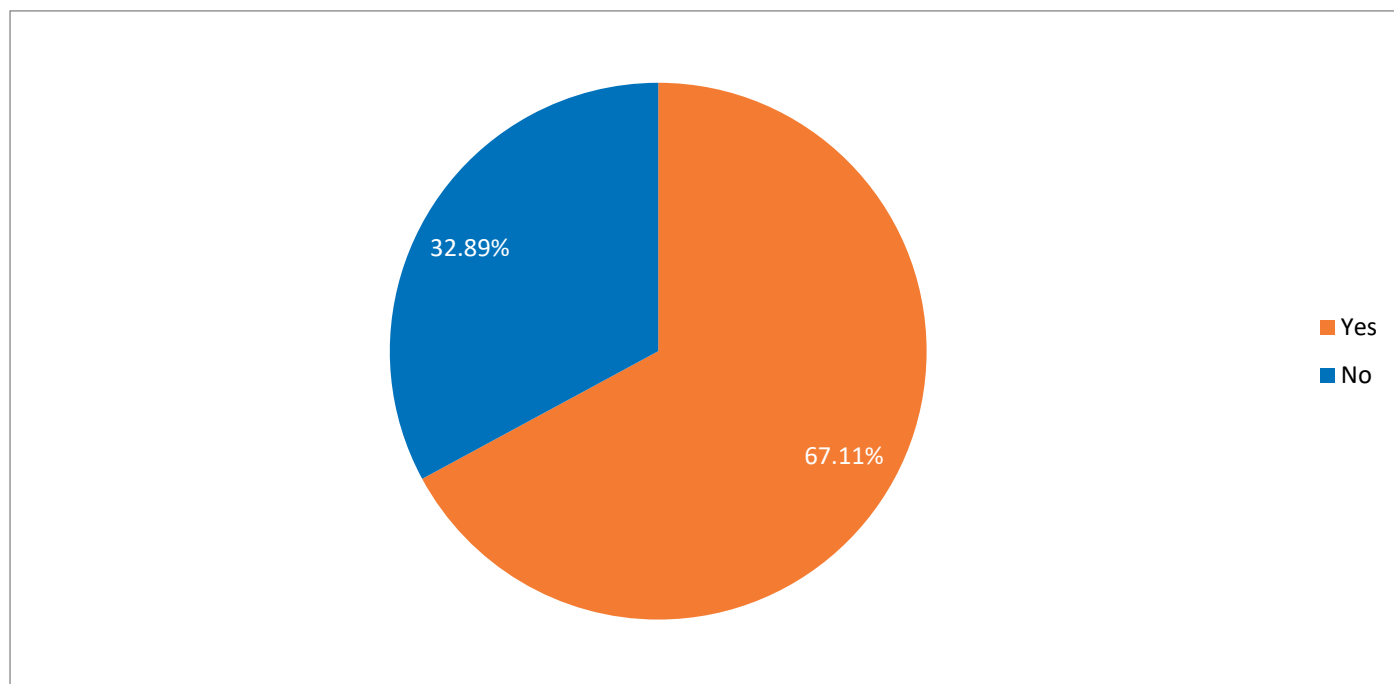
The barriers to standing in the Full Time Officer Elections vary considerably across student groups. Glasgow students were twice as likely as London students to cite not wanting to take a break from their studies (44% compared with 22%). London students were more concerned about visa issues (28% compared with 7%) and were more likely to say they planned to stand in the future (18% compared with 7%).

Women were more likely than men to identify taking a break from study, academic or personal commitments, graduating with friends and a lack of information as barriers. Men were more likely to say they did not see the benefits of the role or planned to stand in the future.

Domicile and level of study produced the most significant differences. Not wanting to interrupt their studies was cited by 53% of Scottish students and 51% of undergraduates, compared with 29% of international students, 30% of PGT students and 18% of PGR students. Conversely, visa concerns affected 20% of international students and around 15% to 19% of postgraduate students, compared with just 2% of undergraduates.

Undergraduates were also more likely to lack information about the role (26%), see no benefit in standing (21%) or not want to participate in an election (35%). Across academic schools, SSE students were most likely to reject participating in an election (37%), while SHLS students were most likely to cite academic or personal commitments (46%). Smaller demographic groups should be interpreted with caution due to their limited response numbers.

Chart 8: Should we change our elections for Full Time Officers to be school-based? i.e., candidates stand for the academic school they are from, and only students in that school can vote for their own school's Vice President. (Base 824)



This question was introduced in 2026 to explore student views on moving to a school-based model for the Full Time Officer Elections. Two thirds of respondents (67%) supported the proposed change, where candidates would stand to represent their academic school and students would vote only for their school's Vice President. The remaining 33% preferred the existing election model. This indicates clear majority support for exploring school-based representation further.

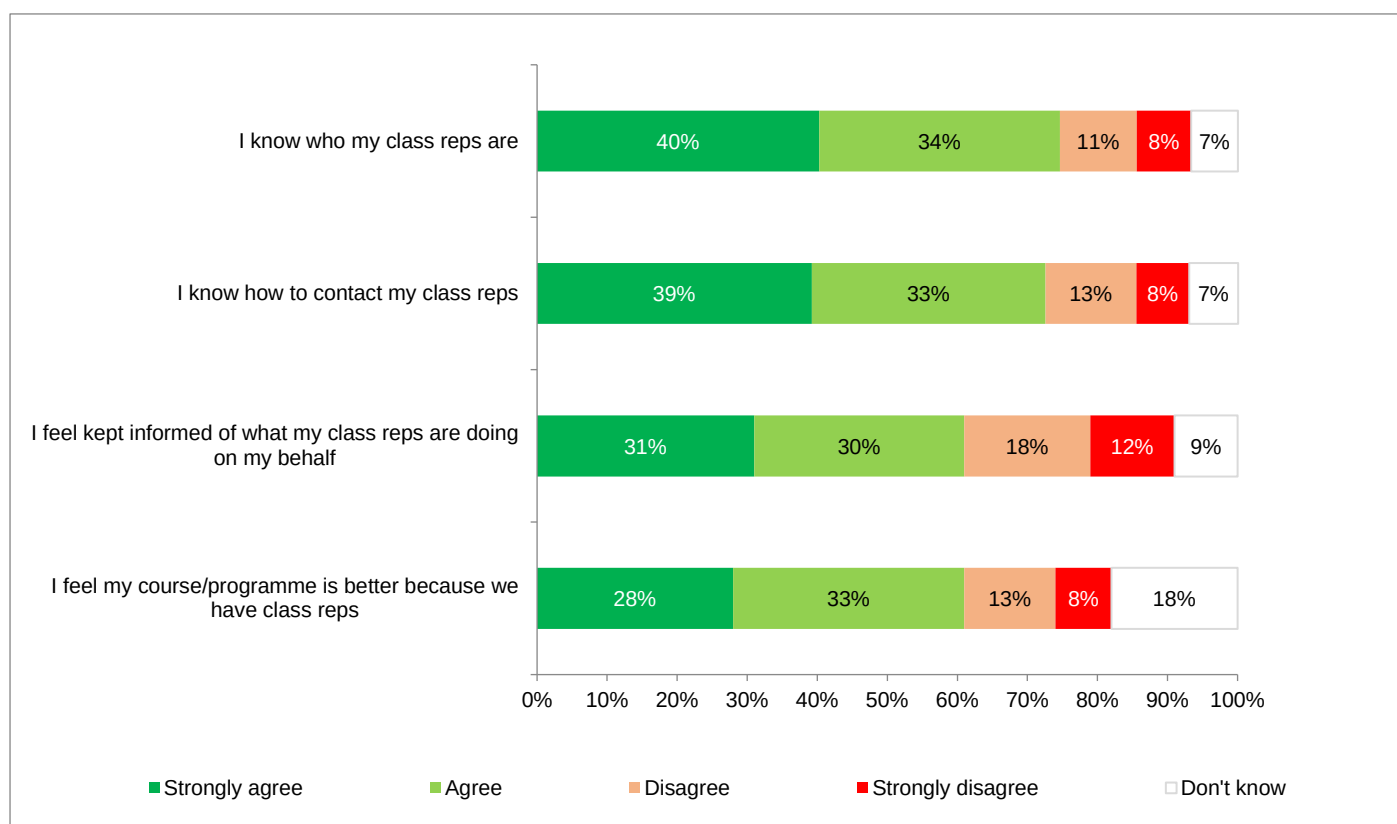
Demographics

Support for school-based Full Time Officer elections is broadly consistent across demographic groups, with around two-thirds of students in favour overall. Views are almost identical across the Glasgow and London campuses, and there is minimal difference between men and women. Support is highest among EU students at 74%, compared with 70% of Scottish and rest-of-UK students and 62% of international students. By level of study, undergraduates are most supportive at 68%, followed by postgraduate taught students at 66% and postgraduate research students at 58%. Support also varies slightly by academic school, ranging from 63% in SSE to 67% in GSBS and 70% in SHLS.

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'.

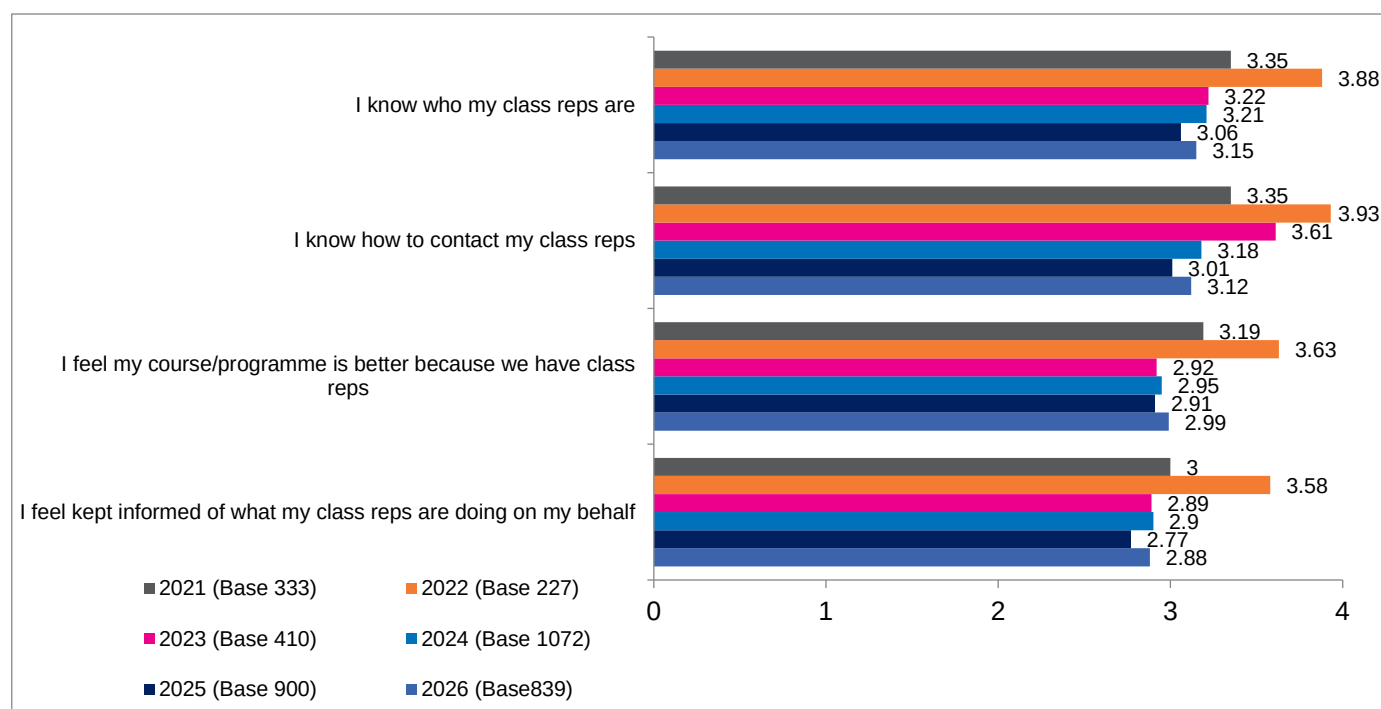
Chart 9: Agreement with statements about Class Representatives (Base: 839)



Awareness of class representatives is relatively strong, with 74% of students agreeing that they know who their class reps are and 72% knowing how to contact them. However, this does not translate as clearly into awareness of their work or impact. Only 61% feel kept informed about what their class reps are doing on their behalf, while the same proportion believe their course or programme is better because of class reps.

Demographics

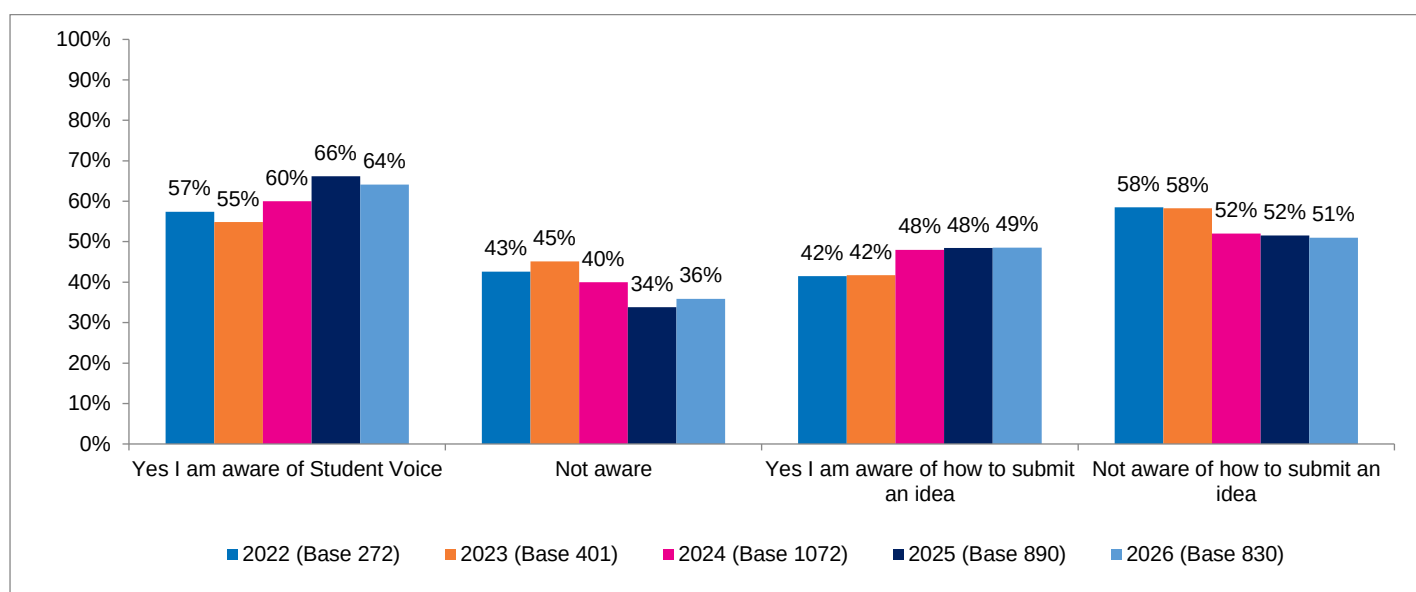
Experiences of class representation vary considerably across demographic groups. London Campus students report higher levels of agreement than those in Glasgow across all four statements, although the London sample is much smaller. The clearest differences are by domicile, level of study and academic school. International students are more likely than Scottish students to know who their Class Reps are (87% compared with 67%), know how to contact them (86% compared with 64%) and feel kept informed about their work (77% compared with 49%). Postgraduate students also report consistently more positive experiences than undergraduates, particularly around being kept informed and recognising the impact of Class Reps. Across the schools, SHLS records the strongest results, with 87% knowing who their reps are and 73% feeling kept informed. This compares with 61% and 52% respectively in GSBS, and 68% and 49% in SSE. Gender differences are relatively small, while students travelling between one and two hours generally report less positive experiences.

Chart 9b: Agreement with statements about Class Representatives: Mean Scores

In 2025, we anticipated that restoring a full time staff member whose role includes supporting Class Reps would contribute to improved results. The 2026 findings support this expectation, with increases recorded across all four measures relating to Class Rep awareness, communication and impact. While scores have not yet returned to earlier levels, the results suggest that the additional support provided during 2025/26 may be beginning to have a positive effect.

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 10: Agreement with statements about Student Voice (Base: 830)

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While overall awareness of Student Voice decreased slightly from 66% in 2025 to 64% in 2026, awareness of how to submit an idea increased from 48% to 49%, its highest level across the five-year period. However, just over half of students remain unaware of how to submit an idea. This suggests that students may increasingly recognise Student Voice but do not always understand how they can actively participate. Future communications should therefore focus not only on raising awareness of Student Voice, but also on clearly explaining how students can submit ideas and influence decision-making.

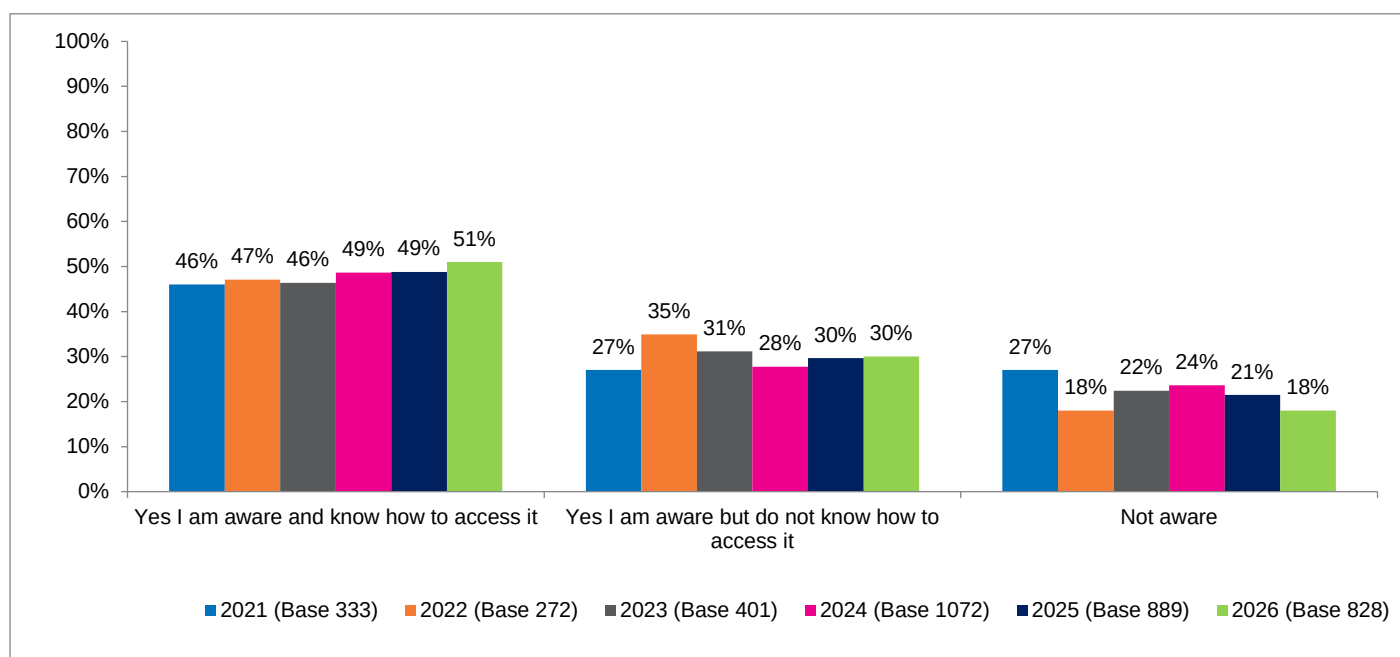
Demographics

Overall awareness of Student Voice decreased slightly from 66% in 2025 to 64% in 2026, while awareness of how to submit an Idea increased from 48% to a five-year high of 49%. However, just over half of students remain unaware of the submission process. Awareness is highest among postgraduate research students at 74%, compared with 55% of postgraduate taught students and 43% of undergraduates. International and London Campus students also report greater awareness than Scottish and Glasgow Campus students, although some of these groups have smaller sample sizes. Future communications should focus on clearly explaining how students can submit Ideas and influence decision-making.

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.

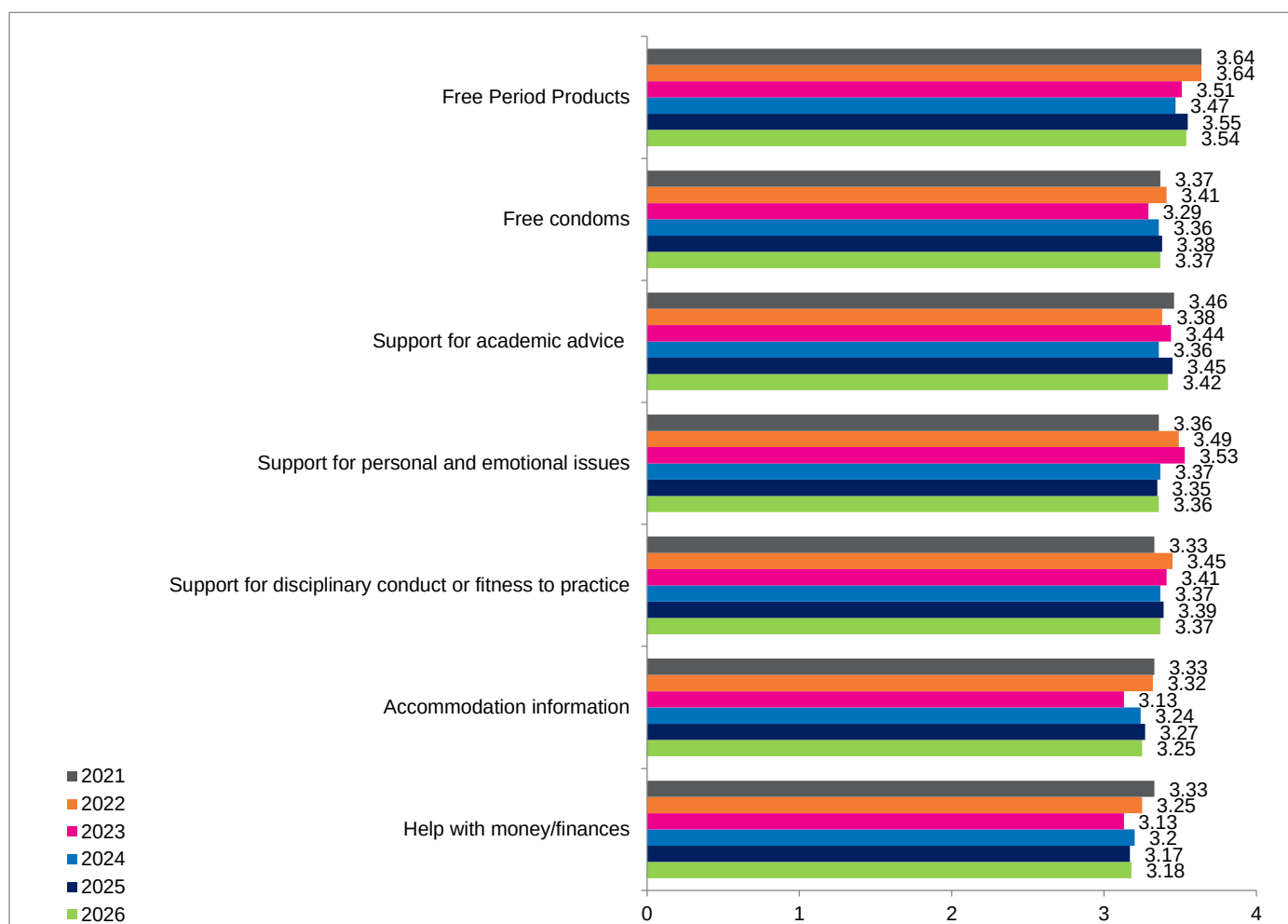
Chart 11: Were you aware that the Students' Association operates an advice service?



Awareness and understanding of how to access the service improved in 2026. Just over half of students (51%) are aware of the service and know how to access it, the highest proportion recorded across the six-year period and an increase from 49% in 2025. A further 30% are aware but do not know how to access it, while the proportion who are not aware fell from 21% to 18%, matching the lowest level recorded.

Awareness of how to access the Advice Centre varies most noticeably by campus, domicile and level of study. London Campus students are more likely to know how to access the service than Glasgow students, at 62% compared with 50%. Practical awareness is also higher among international students at 59%, compared with 46% of Scottish students, and increases from 47% among undergraduates to 57% among postgraduate taught students and 63% among postgraduate research students. Men report slightly higher awareness than women, at 55% compared with 49%, while differences between academic schools are minimal.

Chart 11b: Rating of Advice Centre services (score out of 4)



Awareness of the services and support available through the Advice Centre remained broadly stable in 2026, with only minimal changes across all areas. Free period products continue to receive the highest score at 3.54, followed by support for academic advice at 3.42. Free condoms and support for disciplinary conduct or fitness to practise both score 3.37, while support for personal and emotional issues scores 3.36. Accommodation information and help with money or finances remain the least recognised areas at 3.25 and 3.18 respectively.

Demographics

Satisfaction with Advice Centre services varies across demographic groups, with international and postgraduate taught students generally reporting more positive experiences than Scottish and undergraduate students. SHLS students also tend to report higher satisfaction than those in SSE and GSBS, particularly for academic advice, personal and emotional support, and free period products. Differences between men and women are relatively small across most services, although women report considerably higher satisfaction

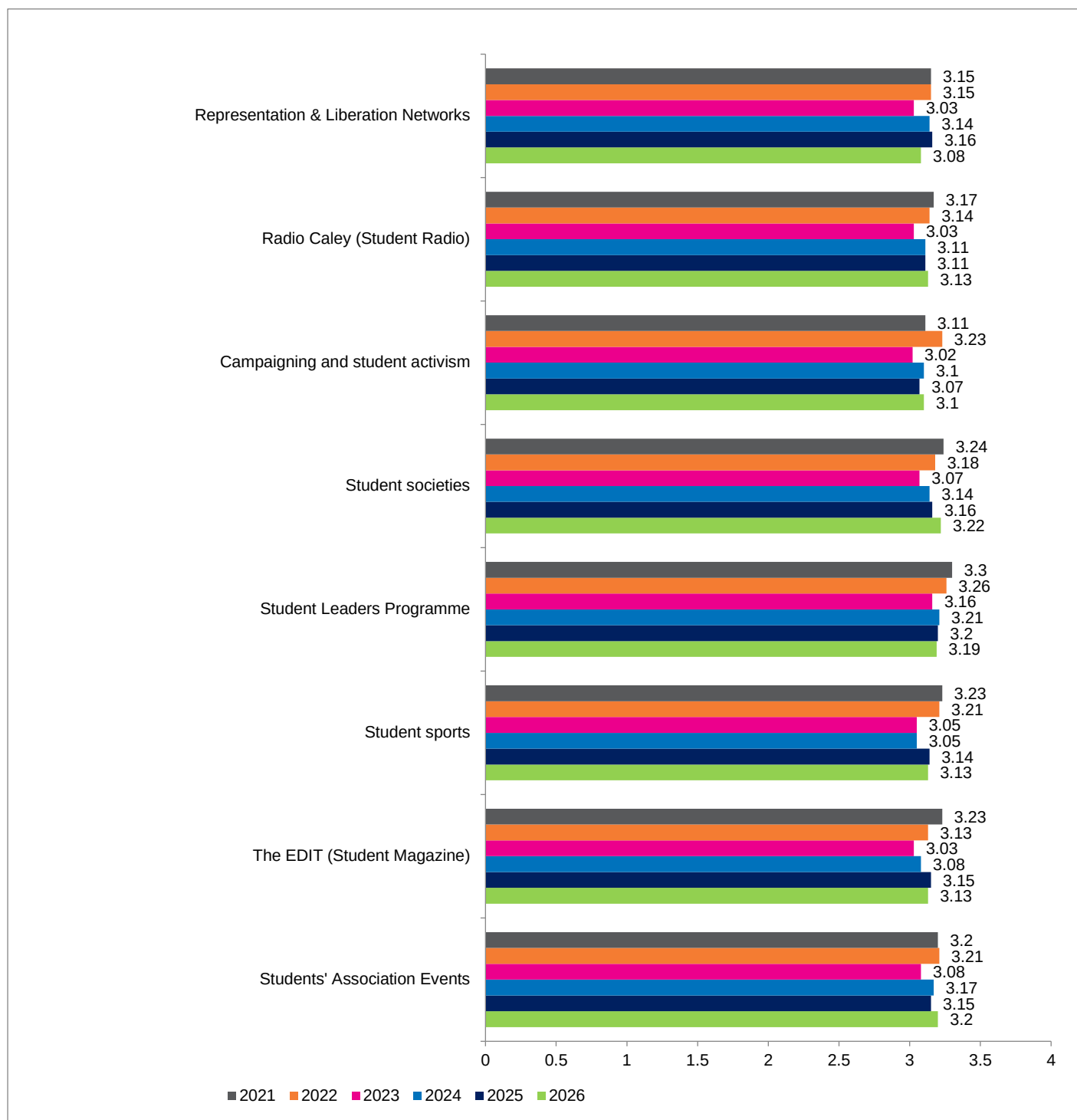
with free period products at 80%, compared with 41% of men. London Campus students report higher satisfaction with academic and disciplinary support than Glasgow students, although the London sample is considerably smaller.

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 12: Satisfaction with services (score out of 4)



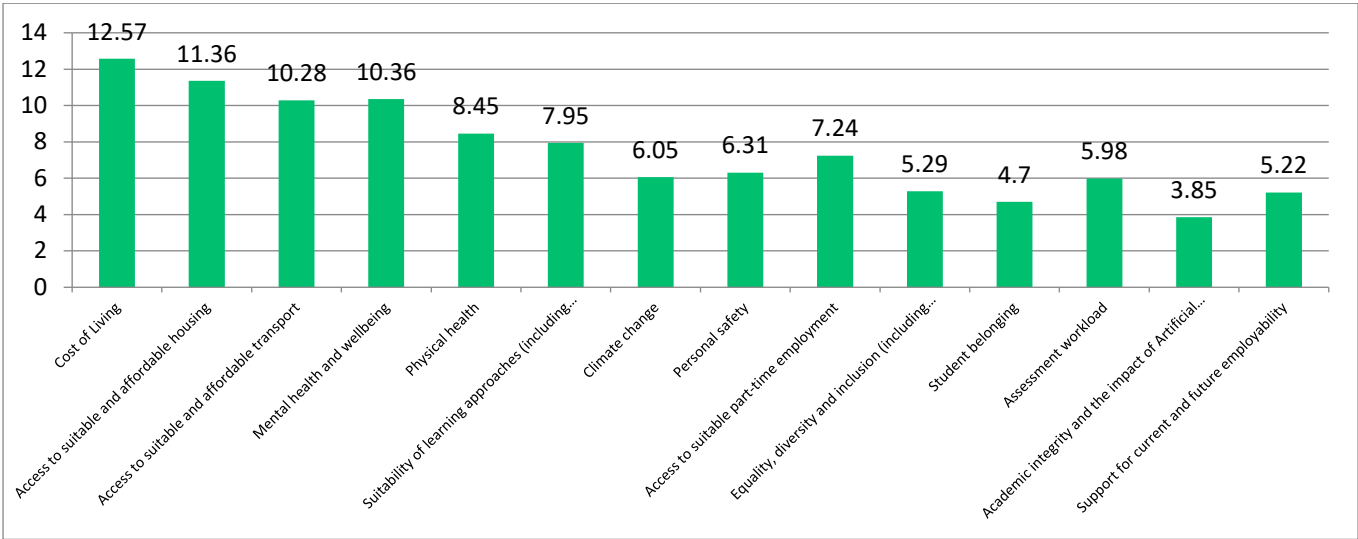
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Awareness of Students' Association activities and opportunities remained broadly stable in 2026, with scores ranging from 3.08 to 3.22. Student societies received the highest score at 3.22, increasing from 3.16 in 2025, while awareness of Students' Association events also rose from 3.15 to 3.20. Campaigning and student activism increased slightly to 3.10, and Radio Caley rose to 3.13. Representation and Liberation Networks recorded the largest decrease, falling from 3.16 to 3.08, making this the lowest-scoring area in 2026.

Demographics

Satisfaction is generally higher among international and postgraduate students across most Students' Association activities. The largest differences by level of study relate to sports, The EDIT and Students' Association events, with postgraduate taught and research students reporting greater satisfaction than undergraduates. SHLS students also tend to report higher satisfaction than those in SSE, particularly for Representation and Liberation Networks, campaigning and student activism, and events. London Campus students report greater satisfaction with sports, The EDIT and events than Glasgow students, although the London sample is considerably smaller. Differences between male students and women are generally minimal across most activities.

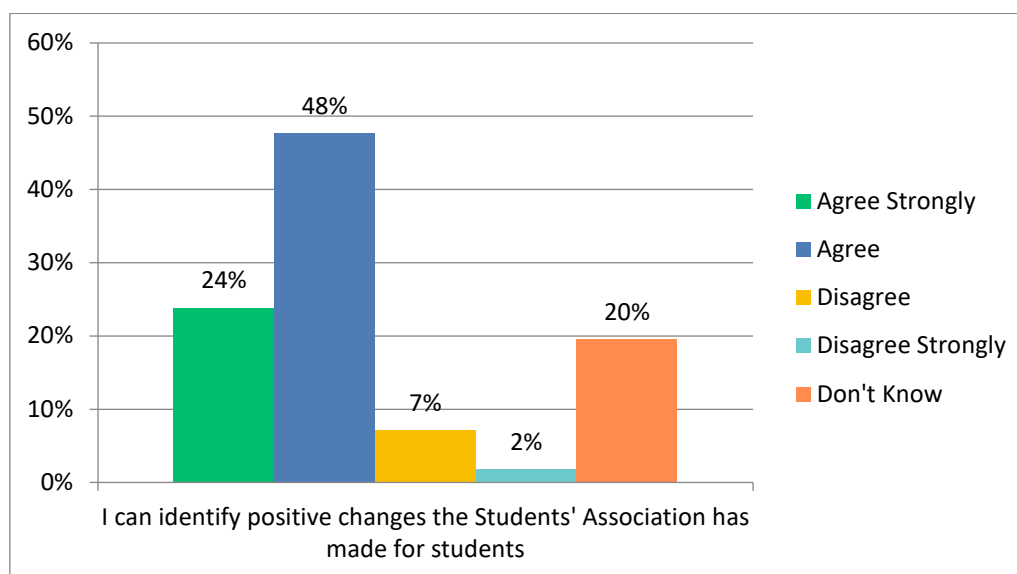
Chart 13: What are the most important issues affecting students at Glasgow Caledonian University?



The most prominent issue students would like the Students' Association to address is the cost of living, followed by access to suitable and affordable housing. Mental health and wellbeing, physical health and access to suitable part-time work also feature strongly. Other recurring priorities include learning approaches, personal safety, climate change, assessment workload, equality and inclusion, student belonging and support for students' current and future needs. Overall, the responses show a strong focus on financial pressures, wellbeing and ensuring students can access practical and inclusive support throughout their studies.

Demographics

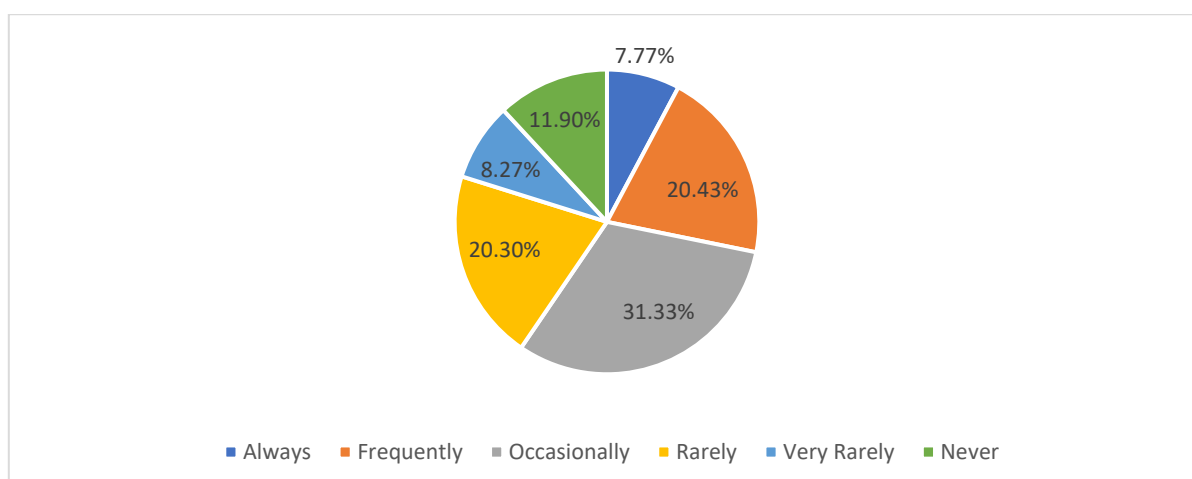
Priorities are broadly consistent across demographic groups, with the cost of living ranked as the most important issue throughout, followed by affordable housing, transport, and mental health and wellbeing. International and postgraduate students place greater emphasis on housing and access to suitable part-time employment, while Scottish and undergraduate students rank mental health and assessment workload more highly. London Campus students give greater priority to part-time employment and climate change, whereas Glasgow students place more emphasis on mental health, assessment workload and employability support. Differences between male students and women, academic schools and travel-time groups are generally modest.

Chart 14: I can identify positive changes the Students' Association has made for students

This new question provides a positive baseline for measuring the Students' Association's impact. In 2026, 72% of students agreed that they could identify positive changes made by the Students' Association, including 24% who strongly agreed. Only 9% disagreed, while 19% selected "Don't know".

Demographics

The ability to identify positive changes is highest among postgraduate research students at 89%, followed by postgraduate taught students at 75% and undergraduates at 69%. Women are also more likely than male students to recognise positive changes, at 75% compared with 67%. Agreement is higher among international students at 76% than Scottish students at 67%, while London Campus students report slightly higher recognition than Glasgow students, at 76% compared with 71%. Across academic schools, agreement ranges from 67% in SSE to 76% in SHLS. Students with shorter commutes are also somewhat more likely to identify positive changes.

Chart 15: During this academic year, how often have you felt lonely at university?"

Among the 798 students who answered this question, 28% reported feeling lonely either always or frequently during the academic year, while a further 31% felt lonely occasionally. Around 29% experienced loneliness rarely or very rarely, and only 12% said they never felt lonely. These findings show that loneliness is a common experience among respondents and highlight the importance of providing opportunities for students to connect, build friendships and develop a sense of belonging at university.

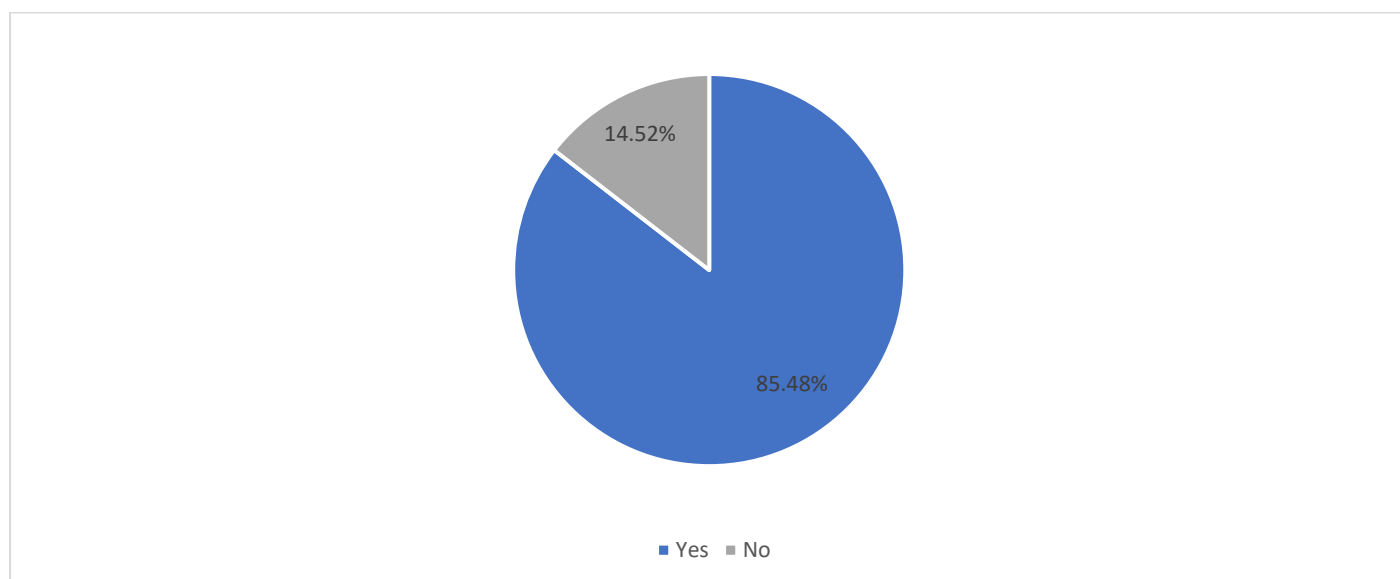
Frequent or persistent loneliness is highest among London Campus students, with 42% feeling lonely always or frequently, compared with 27% of Glasgow students. International students also report higher levels of regular loneliness than Scottish students, at 35% compared with 22%. Postgraduate taught students are more likely to feel lonely always or frequently than undergraduates, at 33% compared with 25%. Across the academic schools, regular loneliness ranges from 20% in SSE to 28% in GSBS and 32% in SHLS. Differences between male students and women are relatively small, although women are less likely to say they never feel lonely.

Students' Association Campaigning

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.

The most common theme was the need for more opportunities to socialise, meet students from other courses and build friendships through events, clubs and inclusive activities. Students also called for clearer and more consistent communication about available services. Other recurring themes included improved teaching, timetabling and assessment arrangements, alongside more practical learning, placements, careers support and employment opportunities. Respondents also highlighted the importance of accessible mental health and wellbeing support, affordable food and activities, and improved campus facilities and study spaces. Some students wanted their concerns to be listened to and acted upon more effectively, while others said they were satisfied with their experience or could not identify any improvements.

Chart 16: Did you know the Students' Association successfully campaigned for the continuation of the free ARC gym membership and exercise classes on campus?



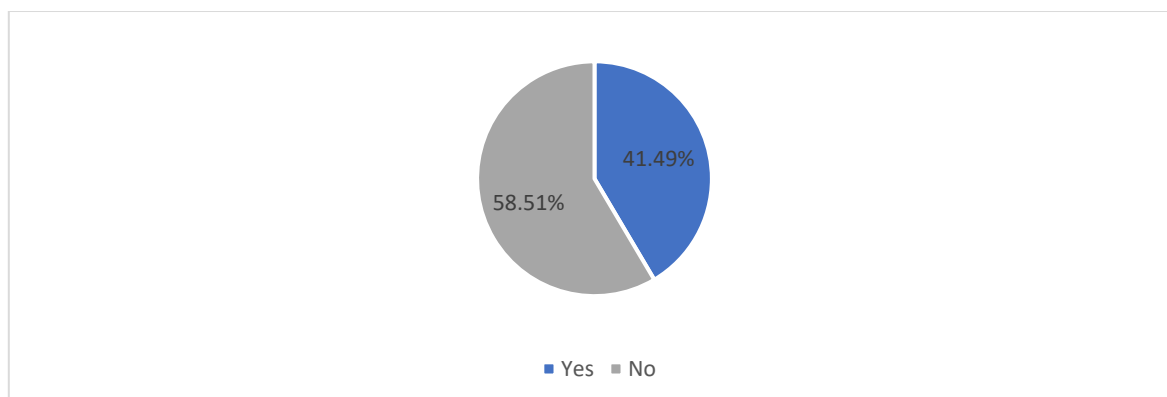
Awareness of the Students' Association's successful campaign to continue free ARC gym membership and exercise classes is high, with 85% of respondents aware of the campaign and 15% unaware. This demonstrates that the campaign has been widely recognised and provides a strong example of students being able to identify a positive change achieved by the Students' Association.

Demographics

Awareness of the campaign is consistently high across demographic groups. Women report slightly greater awareness than male students, at 88% compared with 83%. There is almost no difference by level of study, with awareness ranging from 85% among undergraduates to 87% among postgraduate research students. Differences are more noticeable between academic schools, with awareness highest in SHLS at 90%, followed by GSBS at 83% and SSE at 80%. Awareness is also highest among students living less than 30

minutes from campus at 89%, falling to 79% among those travelling between one and two hours. Results for postgraduate research students and those commuting over two hours should be treated cautiously due to smaller sample sizes.

Chart 17: Did you know the Students' Association successfully achieved amendments that benefitted students in the Housing (Scotland) Act 2025?

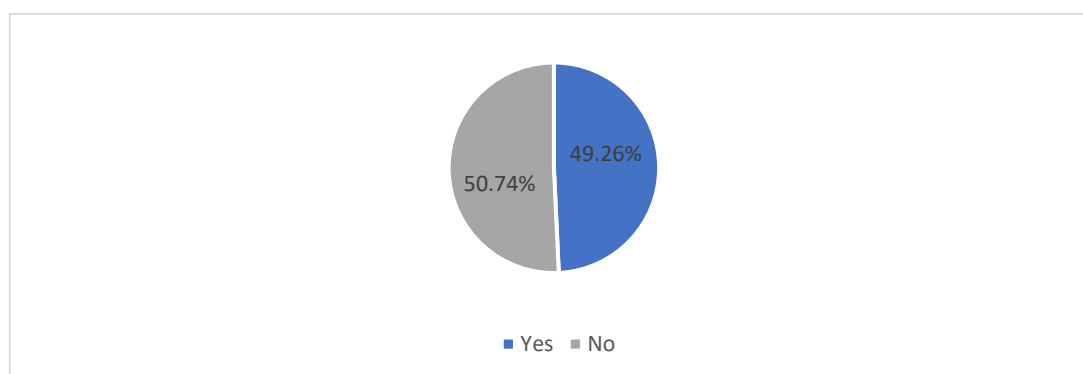


Awareness of the Students' Association's work to secure amendments benefiting students in the Housing (Scotland) Act 2025 is relatively low. While 41% of respondents knew about this achievement, 59% were unaware.

Demographics

Awareness of the Students' Association's work on the Housing (Scotland) Act varies across demographic groups. It is higher among international students than Scottish students, at 50% compared with 36%, and among postgraduate taught students than undergraduates, at 46% compared with 38%. Postgraduate research students report particularly high awareness at 78%, although this is based on only 23 respondents. Male students are slightly more aware than women, at 45% compared with 40%. Across academic schools, awareness ranges from 34% in SSE to 42% in SHLS and 45% in GSBS. Awareness also appears to decrease as travel time to campus increases.

Chart 18: Did you know the Students' Association successfully campaigned for priority marking for students with resits to meet visa deadlines?



Awareness of the Students' Association's successful campaign for priority marking for students with resits was almost evenly divided. Around 49% of respondents knew about the campaign, while 51% were unaware.

Demographics

Awareness of the priority marking campaign is considerably higher among the students most likely to be affected. Around 68% of international students were aware of the campaign, compared with 38% of Scottish students. Awareness also rises by level of study, from 40% among undergraduates to 67% among postgraduate taught students and 83% among postgraduate research students. Across academic schools, awareness is lowest in SSE at 39%, compared with 54% in GSBS and 51% in SHLS. Differences between

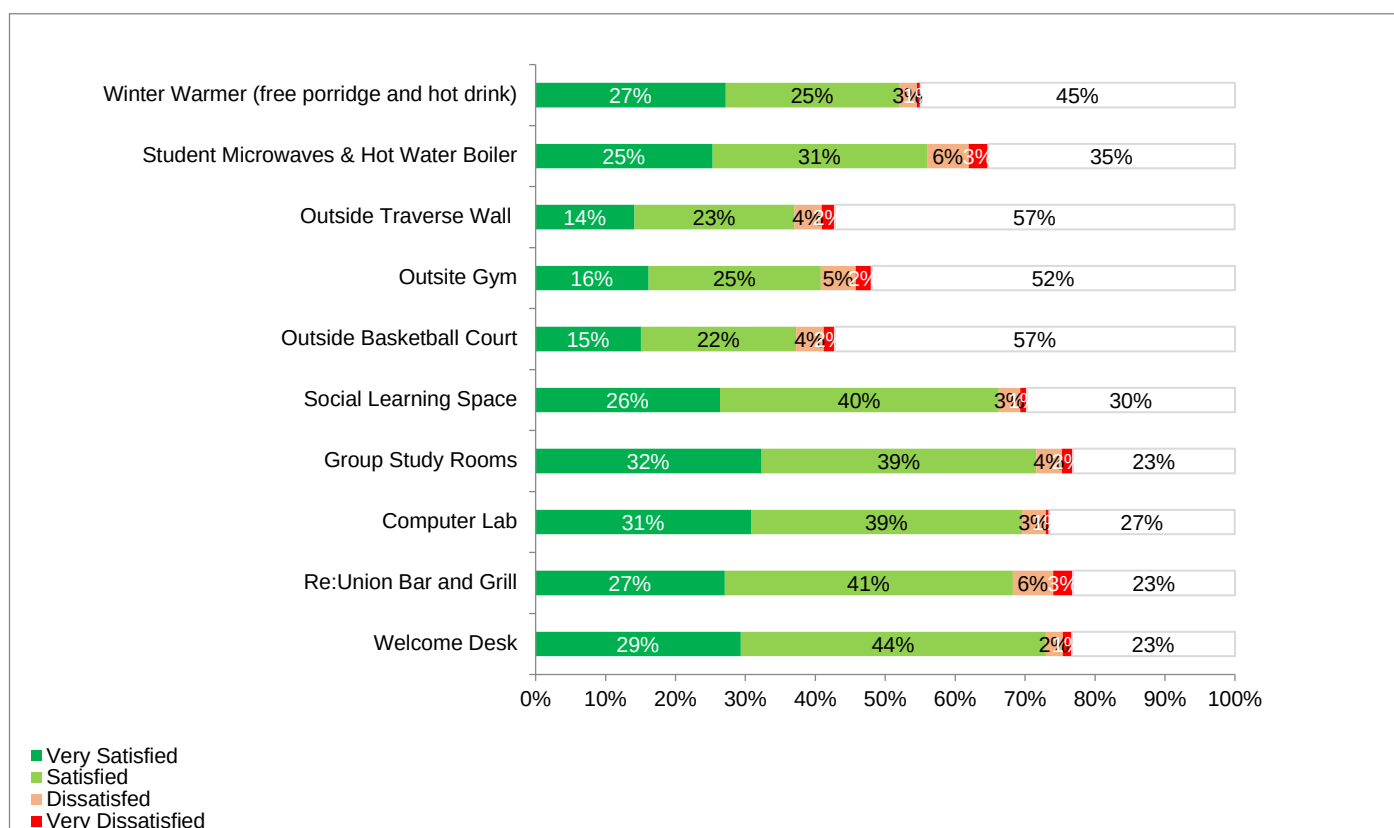
male students and women are relatively small, at 52% and 48% respectively. Awareness is broadly similar across the main commuting groups, although it is lower among longer-distance commuters.

Students' Association Building

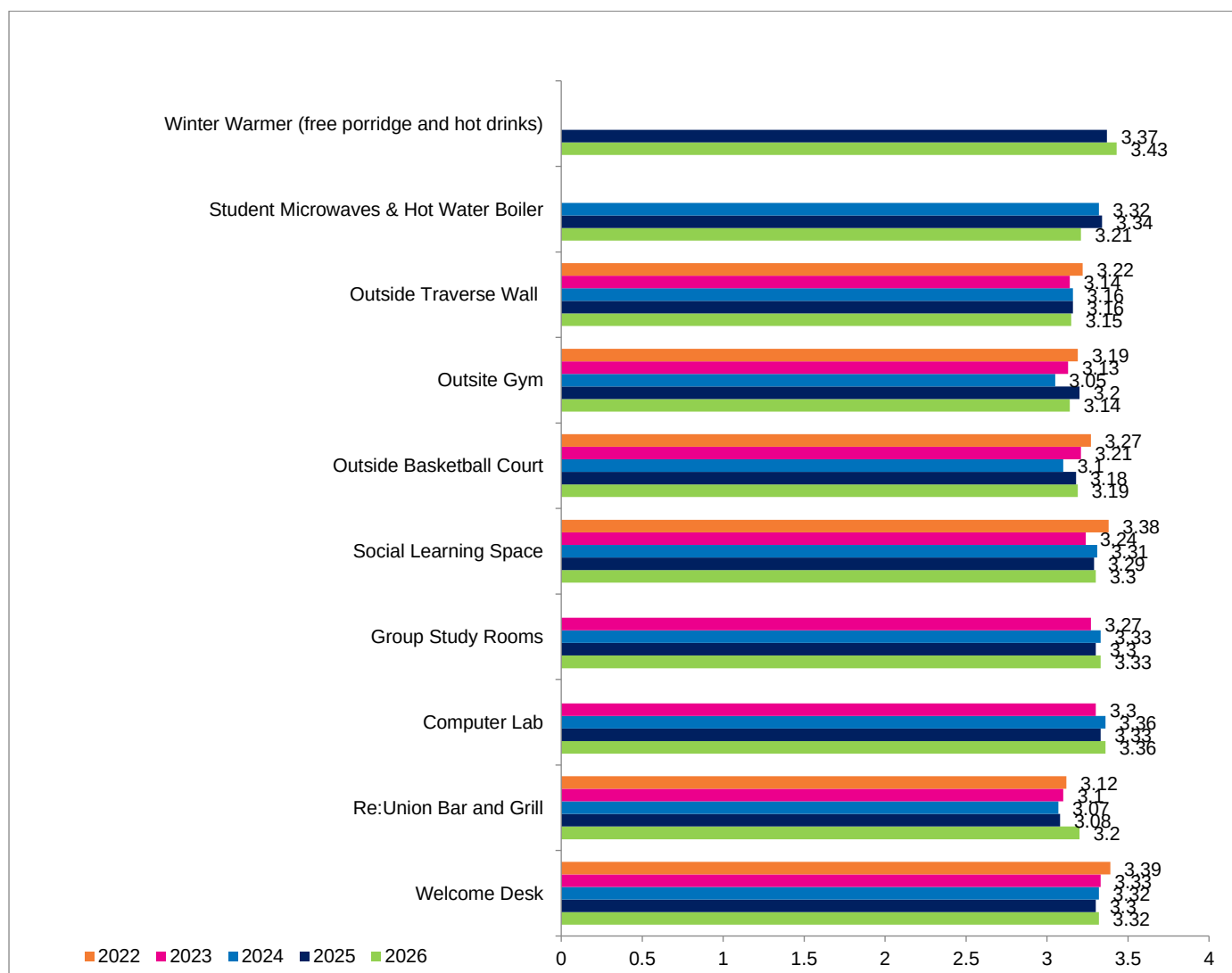
The next series of questions focus on the Students' Association Building in Glasgow. For this reason, the campus location demographic will be excluded from this section of the report.

Building Facilities

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



Satisfaction is highest with the Welcome Desk at 73%, followed by Group Study Rooms at 71%, the Computer Lab at 70% and Re:Union Bar and Grill at 68%. Two-thirds of respondents are satisfied with the Social Learning Space, while satisfaction is lower for the Student Microwaves and Hot Water Boiler at 56% and Winter Warmer at 52%. The outside facilities record lower satisfaction levels, ranging from 37% to 41%, although more than half of respondents selected "Don't know/Not used" for the Traverse Wall, gym and basketball court. Dissatisfaction is generally low across all facilities and services.

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 Microwaves & Hot Water Boiler facilities were opened in February 2024 and that during 2022 the Group Study Rooms and Computer Lab were closed due to Covid-19 restrictions.)

Average satisfaction with Students' Association facilities and services remains broadly stable in 2026. Winter Warmer receives the highest score at 3.43, increasing from 3.37 in 2025. Re:Union Bar also records a notable improvement, rising from 3.08 to 3.20. The Computer Lab remains highly rated at 3.36, while the Social Learning Space and Group Study Rooms both score around 3.30. Satisfaction with the outdoor facilities remains relatively consistent, ranging from 3.14 to 3.19. The main decline is for the Student Microwaves and Hot Water Boiler, which fell from 3.34 to 3.21.

Demographics

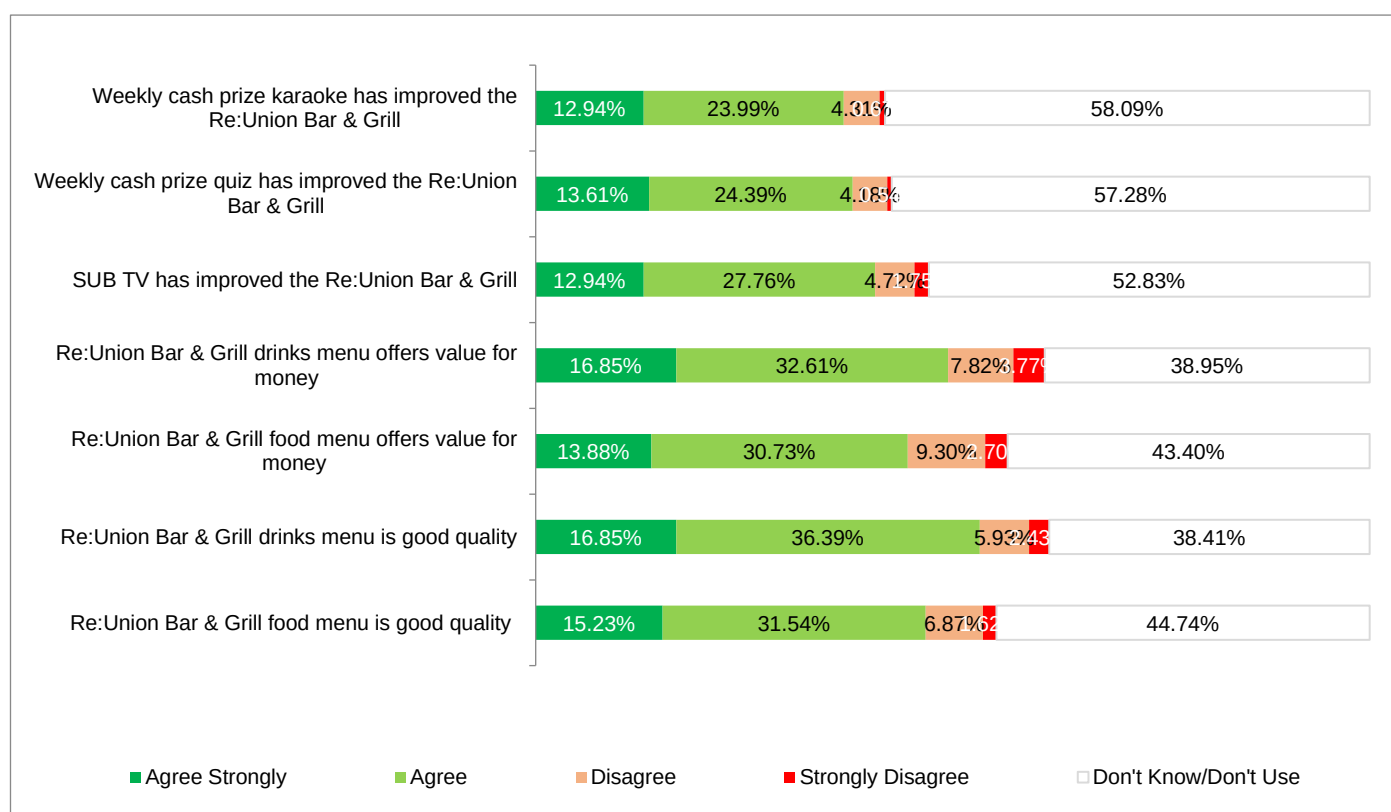
Across the different areas, satisfaction was generally highest for the Welcome Desk, Group Study Rooms, Computer Lab, Re:Union Bar and Social Learning Space. Satisfaction was lower for the outdoor facilities, microwaves and hot-water boiler, and Winter Warmer, although these services also had much higher levels of non-use or unfamiliarity. International and postgraduate students generally reported greater satisfaction and awareness than Scottish and undergraduate students. Differences between men and women were relatively modest, although women were more satisfied with group study rooms, the social learning space and Winter Warmer, while men reported greater satisfaction with the outdoor facilities. Differences between academic schools were also generally small. Students with longer journeys tended to report lower satisfaction or higher non-use, particularly those travelling for over two hours.

Question 40 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.

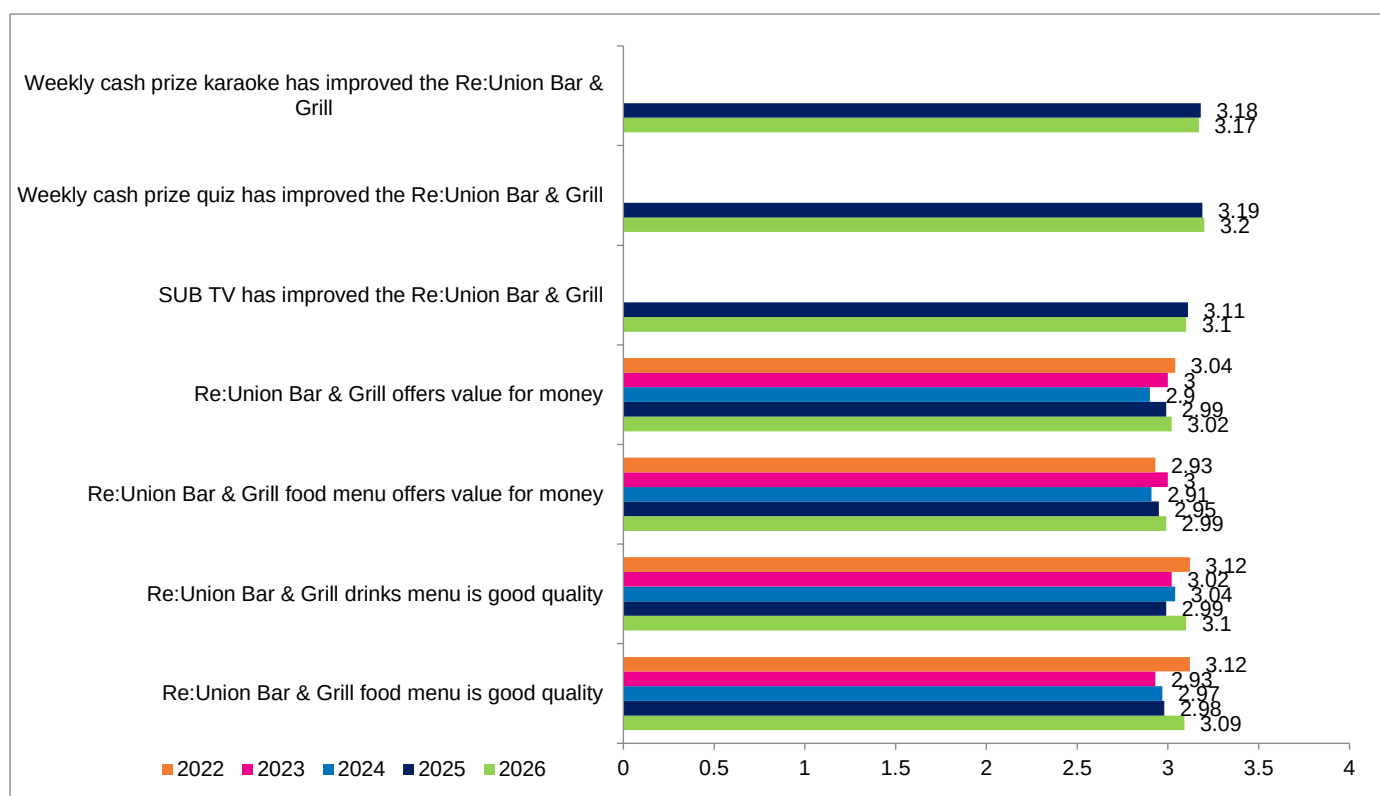
The most common suggestion was to provide more reliable microwaves and hot-water facilities, with students reporting long queues and broken equipment. Other recurring themes included more comfortable seating and study space, improved computers and charging points, and better maintenance and cleanliness. Students also wanted the building to feel more welcoming and sociable, with more activities and events, improved and affordable food options, longer opening hours for Re:Union, and clearer promotion of the facilities and support available. Some respondents, however, felt the building was already satisfactory and required little or no improvement.

Re:Union Bar

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



Views of Re:Union Bar were generally positive among students who were familiar with it. The drinks menu received the strongest rating for quality, with 53% agreeing, followed by value for money at 49%. Agreement was slightly lower for the food menu, at 47% for quality and 45% for value. Around 41% felt SUB TV had improved Re:Union, while 38% and 37% respectively agreed that the weekly quiz and karaoke had improved it. However, between 38% and 58% selected “don’t know/don’t use” across the statements, suggesting that many respondents had limited experience of the bar and its activities.

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

Ratings of Re:Union Bar improved slightly in 2026. Perceptions of the food menu's quality rose from 2.98 to 3.09, while drinks quality increased from 2.99 to 3.10. Ratings for value for money also improved modestly, reaching 3.02 for the drinks menu and 2.99 for the food menu. Views of SUB TV remained stable at 3.10, while the weekly quiz increased slightly to 3.20 and karaoke remained broadly unchanged at 3.17. Overall, the results suggest gradual improvement in perceptions of Re:Union's food, drinks and activities, although the changes are relatively small.

Demographics

Men were consistently more likely than women to agree that Re:Union's food, drinks and activities were good quality or represented value for money, although women were also more likely to select "don't know/don't use". International students generally reported more positive views than Scottish students, particularly for SUB TV, the quiz and karaoke. Postgraduate students were more positive than undergraduates across most measures, with postgraduate research students recording the highest agreement. SSE students were generally most positive about the food and drinks menus, while differences between schools were smaller for activities. Results varied little by travel time among students commuting for under two hours.

Question 42 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 were to reduce food and drink prices and offer a wider, more varied menu. Students particularly wanted more international food, halal and vegan choices, healthier options, snacks and better meal deals. Respondents also called for a greater variety of social events and activities, including live music, themed nights, games and events welcoming students attending alone. Other themes included longer opening hours, more seating and space, improved décor and atmosphere, and better promotion of Re:Union and its events. A notable number of students said they had never used Re:Union or were unaware of what it offered, suggesting that increasing its visibility and making it feel more welcoming could encourage wider participation.

Appendix

	All 2021	All 2022	All 2023	All 2024	All 2025	All 2026	Difference
Response Rate	445	355	491	1,072	1,223	1,075	148
Glasgow	401	315	413	933	1,038	945	105
London	29	35	72	96	115	88	19
Distance	15	5	3	3	3	5	0
Know that all students at GCU were automatically members of GCU Students' Association	Question Added 2024			73.02	74.11	75.08	1
The Students' Association is welcoming and inclusive	-	86.42	83.97	83.87	84.18	87.94	4
The Students' Association contributes positively to my experience at University	80.93	74.08	74.61	76.98	76.64	78.62	2
The Students' Association represents me	80.11	69.45	68.82	67.44	66.76	70.92	4
The Students' Association offers a range of relevant opportunities, events, activities and services, including our affiliated sports clubs and societies.	Questions Added 2026					83.82	-
The Students' Association has had a positive impact on my sense of belonging at the University						70.72	-
I know what the Students' Association stands for						74.77	-
The Students' Association provides opportunities which can help me be more employable when I graduate						64.44	-
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	74.26	-2
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	8.10	-6
I intend to be more involved	9.12	15.12	16.26	10.97	9.50	17.64	8
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	70.47	4
I know where I can find information about Students' Association activities	Question Added 2026					83.48	-
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:							
I feel kept informed of what my Full Time Officers are doing on my behalf	58.28	51.26	48.05	52.41	-	59.98	6

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I feel my university experience is better because we have Full Time Officers	60.50	59.21	53.66	59.91	61.77	65.53	4
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	74.62	5
I know how to contact my Class Reps	82.32	76.90	76.59	75.03	67.23	72.58	5
I feel kept informed of what my Class Reps are doing on my behalf	66.03	62.09	61.46	60.92	54.56	60.66	6
I feel my course is better because we have Class Reps	70.72	61.73	58.78	60.36	54.22	60.91	7
Student Voice is our democratic student decision-making body that decides our policy and scrutinies 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	64.10	-2
Not aware	-	42.60	45.12	39.98	33.82	35.90	2
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	48.55	0
Not aware	-	58.48	58.29	51.51	51.57	51.45	0
Are you aware the Students' Association operates an Advice Centre if 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	51.09	2
Yes I am aware but not how to access it	27.07	34.93	31.17	27.77	29.70	30.43	1
Not aware	28.73	18.01	22.44	23.59	21.48	18.49	-3
Individuals who have used Advice Centre. How satisfied or dissatisfied are you with 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	3.42	-0.03
Support for disciplinary, conduct or fitness to study/practice	3.33	3.38	3.41	3.37	3.39	3.37	-0.02
Support for personal and emotional issues	3.38	3.49	3.39	3.37	3.35	3.36	0.01
Help with money/finances	3.30	3.25	3.13	3.20	3.17	3.18	0.01

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Accommodation information	3.31	3.32	3.13	3.24	3.27	3.25	-0.02
Free condoms	3.35	3.41	3.29	3.36	3.38	3.37	-0.01
Free period products	3.40	3.64	3.51	3.47	3.55	3.54	-0.01
Activities Satisfaction. Individuals who have used activity.							
Student societies	3.22	3.18	3.07	3.14	3.16	3.22	0.06
Student sports	-	3.21	3.05	3.05	3.14	3.13	-0.01
Campaigning and student activism	3.12	3.23	3.02	3.10	3.07	3.10	0.03
Radio Caley (Student Radio)	3.17	3.14	3.03	3.11	3.11	3.13	0.02
The Edit (Student Magazine)	3.21	3.13	3.03	3.08	3.15	3.13	-0.02
Representation and Liberation Networks	-	3.15	3.03	3.14	3.16	3.08	-0.08
Student Leaders Programme	3.26	3.26	3.16	3.21	3.20	3.19	-0.01
Students' Association Events	3.19	3.21	3.08	3.17	3.15	3.20	0.05
Students' Association Building Satisfaction. Individuals who have used service.							
Welcome Desk		3.40	3.34	3.32	3.30	3.32	0.02
Re:Union Bar and Grill		3.12	3.10	3.07	3.08	3.20	0.12
Computer Lab	-	-	3.30	3.36	3.33	3.36	0.03
Group Study Rooms	-	-	3.29	3.33	3.30	3.33	0.03
Social Learning Space		3.38	3.25	3.31	3.29	3.30	0.01
Outside Basketball Court		3.27	3.20	3.10	3.18	3.19	0.01
Outside Gym		3.19	3.39	3.05	3.20	3.15	-0.05
Outside Traverse Wall		3.22	3.15	3.16	3.16	3.21	0.05
Student Microwaves & Hot Water Boiler	-	-	-	3.32	3.34	3.21	-0.13
Winter Warmer (free porridge and hot drinks)	-	-	-	-	3.37	3.43	0.06
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	3.09	0.11
Re:Union Bar & Grill drinks menu is good quality		3.12	3.02	3.04	2.99	3.10	0.11

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Re:Union Bar & Grill food menu offers value for money		2.93	3.01	2.91	2.95	2.99	0.04
Re:Union Bar & Grill drinks menu offers value for money		3.04	3.00	2.90	2.99	3.02	0.03
SUB TV has improved the Re:Union Bar & Grill	-	-	-	-	3.11	3.10	-0.01
Weekly cash prize quiz has improved the Re:Union Bar & Grill	-	-	-	-	3.19	3.20	0.01
Weekly cash prize karaoke has improved the Re:Union Bar & Grill	-	-	-	-	3.18	3.17	-0.01