

Board of Management

Date of Meeting	Wednesday 17 June 2026
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Agenda Item	3.1.2
Subject of Paper	CitySA Quarterly Report
FOISA Status	Disclosable
Primary Contact	Flora Irvine-Hall, Student President
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Action	For Discussion

1. Recommendations

- 1.1. To discuss the Students' Association report to the Board on work and activities undertaken since the last Board meeting.

2. Consultation

- 2.1. The Students' Association (SA) annually outlines its work after consulting student representatives during their induction and through Annual General Meetings. Our work is evaluated through various student feedback methods, including surveys, focus groups and digital analysis.

3. Key Insights

- 3.1. The SA [Strategic Plan 2023-28](#) outlines our vision to work with students to influence change and add value to the student experience. Our work this academic year is guided by this strategy, shaped by the Presidential team's manifestos and informed by feedback from students. This report provides the Board with an update on the following work:

- Representation
- Annual General Meeting
- Student Awards
- Networks
- Diversity and Wellbeing Initiatives

4. Impact and Implications

- 4.1. The SA's work directly aligns with the College's priorities to be an inspirational place of learning and to enable individuals to excel and realise their full potential, as outlined in the Strategic Plan 2021-30.

- 4.2.** While many aspects of the SA operate continuously, failing to meet the yearly operational objectives could reduce positive student engagement and meaningful student representation.
- 4.3.** We aim to support and engage with students disproportionately affected by economic and social barriers, reaching out to those most at risk of withdrawing from their courses.

Appendix 1: Students' Association Report

Students' Association Report

1. Representation

1.1 Class Representation Statistics

Faculty	% of Classes with an elected Rep	% of Classes with a trained rep
Education and Humanities	83%	55%
Creative Industries	95.0%	56%
Hospitality and Leisure	95%	47%
Nautical and STEM	79%	32%
Overall	89%	53%

Although we have seen an increase in elected Class Reps within Nautical and STEM, with other faculties remaining broadly in line with the previous academic year, we have identified limited improvement in the percentage of Class Reps completing training.

Feedback gathered from Class Reps suggests that a significant proportion of returning representatives do not feel the need to repeat the same training annually. In response, we will explore the introduction of a two-year training cycle, where returning Class Reps would complete a shorter refresher module in their second year before undertaking the full training again in their third year.

We also recognise that students are facing increasing pressures on their time and capacity to engage in voluntary roles alongside study, employment, and caring responsibilities. As part of this work, we will continue to strengthen the “You Said, We Did” approach within the Class Rep system to ensure representatives can clearly see the impact and value of their contribution. Over the summer, we will review the current Class Rep Training programme to incorporate further content on inclusive practice, student demographics at City, and feedback gathered from both Class Reps and Faculty staff. The aim of this review is to create a more engaging, accessible, and relevant training experience for representatives.

During the 2026/27 academic year, we will also work alongside the Learning Support department to develop and deliver bespoke training for Class Reps with D/deaf classmates. This will form part of the College's wider work in support of the British Sign Language Action Plan.

1.2. Class Representation Meeting – AI Guidance

In April 2026, the Students' Association delivered a series of Class Rep workshops focused on Artificial Intelligence (AI), engaging 29 students across 12 sessions to explore student attitudes, experiences, and concerns around AI usage in education.

Feedback gathered through the sessions identified that students primarily use AI tools to support proofreading, grammar checking, summarising information, and structuring work. Students also recognised benefits around accessibility, particularly for dyslexic students and students where English is not their first language.

A key theme identified throughout the workshops was the need for clearer and more consistent guidance on AI usage within coursework and assessments. Students reported inconsistency across faculties and lecturers regarding when AI can and cannot be used, alongside concerns around academic integrity, misinformation, and over-reliance on AI tools.

As a result of this feedback, the Students' Association will work with College teams to review existing student guidance around AI usage, with a particular focus on developing clearer and more standardised information for students across subject areas.

1.2 Additional Course Costs

As part of our ongoing work to identify and support the challenges students have raised in relation to additional, unexpected costs for course materials, we provided an overview of feedback to the Student Academic Experience Committee. Within the paper, we requested an agreement to include the following for each course on the college website:

- Essential materials required for the course and approximate costs.
- Desirable materials, which will not impact a students' ability to progress if they cannot purchase, and approximate costs.
- Signposted support for student funding.

Within the committee, the work was formally agreed, and a short life working group has been created alongside the Director of Student Experience, Students' Association, Faculty staff and the Communications and Design team to develop a template for Faculty staff to update and a realistic webpage design.

1.3 Travel Campaign

To better understand these issues, the Students' Association conducted a Student Transport Survey, receiving 134 responses from students across the College. The survey explored how students travel to college, the financial impact of transport costs, and areas where students would like to see change.

Key findings from the survey included:

- Buses (31%) and trains (35%) were identified as the most commonly used forms of transport.
- 22% of students reported that they had considered leaving their course due to transport costs, with a further 22% responding "maybe".
- 42% of respondents stated they had changed how they travel to college due to rising costs.
- 41% of respondents said they had considered missing classes because they could not afford transport.

Students also highlighted wider impacts on their daily lives, including reduced spending on food, social activities, and personal wellbeing. Alongside affordability concerns, students raised issues relating to unreliable public transport, limited routes, long travel times, and disruption caused by ongoing roadworks across Glasgow.

Students expressed strong support for measures aimed at improving affordability, including the expansion of free bus travel to all students regardless of age and the introduction of a Scotland-wide student rail discount.

The Students' Association will use the findings from this survey to inform future campaigning and partnership work relating to transport accessibility and affordability for students.

2. Student Parliament

On 20 May, the Students' Association held its final Student Parliament meeting of the academic year. During the meeting, Parliament discussed Class Rep feedback, survey feedback, and proposals submitted through the AGM process.

Throughout 2025/26, Student Parliament engagement increased significantly, with a 40% increase in participation compared to the previous academic year. This increased engagement has strengthened the breadth of student feedback gathered and contributed to wider student outreach across Students' Association activities.

During the meeting, Student Parliament approved two additional constitutional schedules relating to Finance and Charity, and Meetings of the Students' Association. These schedules had previously been referenced within the Constitution but were missing from the formal schedules documentation. A wider constitutional review is planned for the 2026/27 academic year.

Student Parliament also approved updated guidance relating to the submission of student petitions, alongside the two AGM proposals progressed to student vote.

At the end of our final meeting, one of our Student Parliament members had stated that Parliament had been a very meaningful opportunity for them and had meant a lot to them as an individual, alongside the experience of campaigning. They're excited to stand again and join the SA next year.

Another Officer sent the following message after the meeting: "Since it was the last session today, I just want to say, when I first came to college I was nervous cause of my age and I was still alone. The thing that changed was when I was elected. I became more confident in myself and trying to solve problems. I gained friends through networks and teams I worked with. I'll forever be grateful to the SA for giving me a chance. Can't wait to do it all again next year."

3. Annual General Meeting

Each year, the Students' Association delivers its Annual General Meeting (AGM), providing students with the opportunity to shape the priorities and campaigns of the organisation in line with the Students' Association Constitution.

Proposal submissions for the 2026 AGM were open from 22 April to 6 May, with student voting taking place between 11–15 May. Following a year in which no proposals were submitted, the Students' Association undertook targeted engagement activity through both digital communications and increased physical presence on campus to encourage greater student participation in the process.

As a result, the Students' Association received five student proposals, two of which progressed to a full student vote at AGM:

- Working with the College to ensure students with additional support needs experience consistent and accessible support across the institution (92% voted in favour).
- Campaigning for increased paid work experience and placement opportunities for students (94% voted in favour).

A total of 214 individual votes were cast, with both proposals successfully reaching quoracy.

For the three proposals that were not progressed to AGM, the Students' Association contacted the students involved directly to either provide further information, direct the feedback to the most appropriate department or forum, or explore alternative routes for progressing the idea.

4. Events

4.1 Student Awards

On 28 May, the Students' Association held its annual Student Awards ceremony to recognise the contribution, commitment, and achievements of students throughout the academic year. Nominations were submitted by both staff and students, with winners shortlisted and selected by an agreed panel process.

Following the successful reintroduction of the event this year, the Students' Association will also explore reintroducing Staff Award categories in future years, allowing students to recognise members of staff who have positively impacted their college experience.

This year's award categories and winners were:

- Marie Gallagher – Class Rep of the Year
- Dua Jafri – Community Impact Award
- Aiden Dunn – Sports person of the Year
- Muna Ahmed Ali – Extra Mile Award
- Adam Ali – Inclusive Student Award
- Lauren Jamieson – Unsung Hero Award

5. Diversity and Wellbeing Initiatives

5.1 Autism Accreditation

During the 2024/25 academic year, the Students' Association undertook the National Autistic Society's Autism Inclusion Award accreditation. As part of the development and delivery of the associated action plan, we engaged autistic and neurodiverse students to review our physical and digital spaces, alongside our wider representation and engagement work.

Implementation of this work continued throughout 2025/26 as part of a wider approach to improving the accessibility and inclusivity of Students' Association services. Key developments included:

- Redesigning physical spaces through clearer signage, a mix of group and individual seating options, and designated quieter periods to reduce sensory overload.
- Reviewing representation systems to provide students with clearer expectations around participation in Class Rep and Student Parliament meetings.
- Introducing an accessible events checklist to support inclusive planning across Students' Association activities.
- Establishing a neuroinclusion training plan for staff and student officers, including annual refresher training to support the consistent implementation of inclusive practice.
- Creating step-by-step resources for Class Reps to support feedback gathering and communication with staff.

On 2 June 2026, the Students' Association formally received its Autism Inclusion Accreditation. Feedback provided by the National Autistic Society identified several areas of good practice, including:

- Strong environmental adjustments to reduce sensory barriers.

- Improved accessibility through advance agendas, clearer expectations, and structured communication approaches.
- Effective use of visual guides, templates, and Canvas-hosted materials to support independent access to information.
- Strong partnership working across Learning Support, Organisational Development, and Digital Communications.
- A clear organisational commitment to inclusive and supportive practice.

The assessment also identified a number of areas for further development, including:

- Continued rollout and embedding of neuroinclusion training.
- Further standardisation of staff guidance to improve consistency.
- Increased engagement with external autism-focused organisations.
- Development of more formalised approaches to analysing and communicating student feedback, including “You Said, We Did” reporting.