

## Board of Management

### Learning, Teaching & Student Experience Committee

<b>Date of Meeting</b>	<b>Tuesday 19 May 2026</b>
<b>Paper No.</b>	<b>LTSEC4-F</b>
<b>Agenda Item</b>	<b>3.4</b>
<b>Subject of Paper</b>	<b>Student Associations Update</b>
<b>FOISA Status</b>	<b>Disclosable</b>
<b>Primary Contact</b>	<b>Flora Irvine-Hall, Student President;  Megan McClellan, Students' Association Coordinator</b>
<b>Date of production</b>	<b>11.05.2026</b>
<b>Action</b>	<b>For Discussion</b>

#### 1. Recommendations

- 1.1. To discuss the work of the Students' Association (SA) surrounding the Students' Associations representation systems that influence the student experience.

## **2. Consultation**

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

2.3 Our [Student Partnership Agreement](#) helps ensure that our systems are working effectively and provides an outline of how the Students' Association works in partnership with the College.

## **3. Key Insights**

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 Committee with an update on the following work:

- **Student Feedback**
- **Diversity and Wellbeing Initiatives**
- **Events**
- **Student Parliament**
- **AGM submissions**
- **Student Awards**

## **4. Impact and Implications**

Having wider college staff support for our representative systems is important for ensuring the continuous improvement of the Student Experience. Staff support ensures that students throughout the College can engage in representation actively and have an influence on their journey.

Having a diverse range of students within our representation systems, such as parliament roles, allows students to offer guidance to the Students' Association on how our work will impact minority groups at the College.

## **Appendix 1: Students' Association Report**

## **5. Student Feedback**

### **5.1 Additional course costs**

One of our ongoing pieces of student feedback this year has been concerns around additional course costs.

As an SA, we wanted to investigate this and reach a solution to improve the student experience.

This was done in three stages, which can be found below:

### **Stage 1**

We gathered student feedback from our February class rep sessions asking students questions such as:

- What, if any, were the additional costs for their course?
- Had they been told about these costs prior to starting their course?
- What kind of impact had these additional courses had?
- What solutions should be put in place for additional course costs?

Some of the key findings from these sessions were:

- There were limited lists of trusted suppliers
- Some of the kits that students had been asked to buy were inconsistent
- A lack of communication about how students could collaborate with one another for larger projects (for example, how photography and professional make up artistry students could help one another with graded unit) which led to students paying unnecessary fees for professional photographers
- Students dropping out or at the very least strongly considering it
- Stress over finances
- A request for more transparency around additional course costs

### **Stage 2**

We compared our student feedback with data on additional course costs on the college website.

Although a lot of courses mentioned course materials, none of them give a rough estimated cost. We wanted this to change.

### **Stage 3**

With this information, we met up with Siobhon Wilson to discuss a plan of action. We suggested that:

- The minimum of materials our students need to pass their course- additional stuff can be included throughout the year, but minimum requirements need to be outlined far in advance to allow students to save.
- Rough estimates of materials and costs should be provided on the website. This shouldn't include things like pens and notebooks, it should include software like

laptops, kits, uniforms etc. There should be a description of what the college can provide and when students would need to provide their own materials.

- There should be a description of mandatory trips as well as approximate costs.
- The college should work with procurement to ensure we're providing discounts where possible, and faculties should have lists of trusted suppliers that students can buy resources from.

We submitted a proposal to the Student Academic Experience Committee in April in which we recommended that the College provides information regarding what materials are essential, what materials are desirable and how much this would potentially cost students. We asked that this information was available on the website as it would mitigate misunderstanding of what was required, reduce the burden of additional unexpected costs, and allow for a level of transparency that would enable students to financially prepare. The committee agree to take this work forward.

## **5.2 Feedback around AI**

After our last SAEC meeting, we had met with the Learning and Teaching Academy and the Library Services to discuss the student feedback surrounding AI. It was agreed that the Students' Association would re-run our Class Rep Meeting focussed on AI Guidance to gain insight into how our current students feel about AI, as well as support any future developments with AI Guidance. We asked students:

- How students currently use AI
- What should be included in guidance for students
- The potential positives for using AI
- The potential challenges for using AI

This allowed us to see if student attitudes towards AI are shifting, as well as building a case for encouraging staff and students to use alternative methods where possible before the use of generative AI.

The main findings from these meetings were:

Most students did not really use it that much, with only a few regularly using it for:

- Breaking down big tasks into smaller chunks
- Creating study flash cards

For guidance on AI, most students agreed that it should include:

- What tasks they can and can't use AI for in their course
- How to safely use AI

- There should be clear information about which courses don't allow you to use any form of AI in their coursework

Most students agreed that it should not include:

- Tips for using AI
- How to reference sources

In terms of the potential positive uses of AI, some of the feedback we had was:

- It can support personalised learning
- It creates a time-saving breakdown of complicated information
- For large bodies of writing, it can help with grammar, spelling and structure

When it came to challenges of using AI, some of the main things' students said were:

- There is risk over personal data safety
- It means students aren't learning and dulls most skills that they're supposed to be picking up
- It takes away job security

When we compare these findings to last years, most students had similar attitudes to AI. Agreeing that while AI had its uses when it came to factors such as checking for grammar and spelling, still had lots of negative impacts such as environmental damage and inaccuracy.

However, these findings also showed that AI usage had gone down, with much more students reporting that they never use AI.

### **5.3 Transport Survey**

A major issue for students this year has been transport. The SA decided to create a survey to get a better understanding of how their transport situation affected them. Initially, we sent the survey out to students through online communications, but we also had two on campus stalls across both our campuses so we could achieve a wider student outreach.

To date 127 students have completed the survey. Some of the key findings from this were:

- 39% spent between £50-£100 a month
- 28% spent 1 hour to 1 hour and 30 minutes travelling
- 55% had considered dropping out of college due to travel costs
- 42% had missed a class due to travel costs

In terms of solutions, the most common answers were to expand free travel on buses for all students regardless of age and to introduce a student rail rate across Scotland, reducing train prices by 50%.

These findings will assist us in lobbying with MPs so we can campaign for cheaper and more reliable travel services.

## **6. Diversity and Wellbeing Initiatives**

As well as working towards improving the academic student experience, we also want to focus on how we can improve our diversity and wellbeing within the college.

### **6.1 Men's Mental Health Initiative**

An element that we'd like to focus on as an SA, both this year and next year, is men's mental health. Our VP of Diversity and Wellbeing, Mairi McWilliams, will be meeting with a member of staff from CYCJ (Children and Young People's Centre for Justice), to discuss ideas how best to implement this into the college.

### **6.2 Walking Tour**

On the 23<sup>rd</sup> of April, a selection of our team members attended a walking tour organised by CRER, a Scottish strategic racial equality charity, based in Glasgow. The walk took us on a historical tour of Glasgow's connections to tobacco, slavery and abolition. It was incredibly insightful and taught us not only about Glasgow's often forgotten ties to slavery, but also how racism is still embedded into our society today.

### **6.3 Interfaith Project**

As an SA, we wanted to create a space for those of religious beliefs to come together and build connections, regardless of their faith. Mairi (mentioned above) suggested setting up an interfaith network. She is going to meet with the chaplaincy team to discuss what they would like this group to look like.

### **6.4 Eating Disorder Training Awareness**

On the 26<sup>th</sup> of February, part of the students' association team attended an eating disorder awareness workshop hosted by SupportED, a community eating disorder charity. The workshop was very insightful, and taught us about different types of eating disorders, warning signs that someone may have disordered eating and how to support them.

## **7. Events**

### **7.1 Eurvoice**

On the 20<sup>th</sup> of March, the Students' Associations assisted one of our students, Aiden Garety, with organising EurVoice, a one-day, European Youth Parliament outreach programme for secondary school students. Our Student President, Flora Irvine-Hall, was a member of panel and discussed obstacles surrounding young people getting into politics.

## **8. Student Parliament**

Before our academic year ends, there are still a couple of discussions that we will be bringing to Parliament. These are:

- What we want to do with the data gathered from our transport survey
- Informing our officers about our AGM submissions (more on this mentioned below)
- Updating schedules and beginning the process of our constitution review
- Information related to petitions

## **9. AGM**

Every year, we launch our AGM (Annual General Meeting) so students can decide what they'd like us to work on for the next academic year, in line with our constitution.

Ideas submitted by students can range from asking the SA to work towards a certain goal, improve the way we work, providing a service or campaigning for a specific issue. Submissions were open from the 22nd of April until the 6th of May, with voting on submitted ideas commencing from the 11th to 15th.

This year, we received a total of five submissions and were able to carry two forward to voting. These were:

- Working with the college to ensure students with additional support needs experience consistent and accessible support across the institution.
- Campaign for more paid work experience and placement opportunities.

For the three proposals that weren't able to be taken forward, we have reached out to these students to either provide more information related to their question, passed their feedback on, or submitted their idea to another to another team through a different forum.

## **10. Student Awards**

The annual Student Awards will take place on 28 May, recognising student achievement and contribution across the academic year.

We have six award categories:

- Extra Mile
- Community
- Class Rep of the Year
- Unsung Hero
- Sportsperson of the Year
- Inclusive Student

We received 35 submissions, with only one staff nomination—likely reflecting timing alongside competing communications. Submission timelines will be reviewed for 2026 to reduce comms congestion and increase engagement from both staff and students. Shortlisting will take place on 29 April, with shortlisted candidates announced mid-May.