Class Rep Report
December 2025

Class Rep Recruitment

In the first part of the 2025-26 academic year, EC Students' Association worked with Learning Development Tutors (LDTs) to get as many Class Reps registered as possible. The registration system is hosted within our website, and includes a video from our President, Adam Lowe, explaining the importance of student representation and how the Class Rep system at Edinburgh College works.

Class Reps: Key stats
- 525 Class Reps recruited
- 179 Class Reps trained
- 85 Class Reps attended the first round of meetings, with the campus breakdown as follows:
  - 20 Sighthill
  - 20 Granton
  - 13 Milton Road
  - 3 Midlothian
  - 29 Online (from all campuses)

At the time of writing, 528 Class Reps have been elected. While this is lower than our November 2024 figures (629), it is an increase on the previous year (473 in November 2023). A short paper summarising the Rep system and some of the challenges with Rep Recruitment this year was presented to the Board's Student Success Committee in late November.

We ran 10 training sessions for our new Reps, with in-person and online options for students to choose from, and 179 Reps attended a training session. These training sessions are informal and interactive, and are a great opportunity to get to know our Class Reps early on.

We held our first round of Class Rep meetings in November, which were attended across four campuses online. We collected lots of rich feedback and are now working with individual Reps and Curriculum staff to resolve any issues that have arisen.

The Student Learning Experience Model (SLE model)
This year we have been embedding the SLE model into our training and meetings with Reps. This model was developed by sparqs in collaboration with students and institutions across Scotland and highlights the many varied elements that make up the learning experience. We find the model is a useful tool for guiding Reps in their feedback, making sure what we are discussing is relevant.

As our theme for the first meeting was Induction, we were focusing on the following sections of the model:

- Organisation & Management
- Curriculum
- Resources, Environment & Technologies
- Learning & Teaching Delivery

Future meetings will be themed around different sections of the model, to ensure we are gathering a wide variety of holistic feedback from Reps about their time at Edinburgh College.

The induction experience

> *"Have an actual induction! – clear programme of what to expect, tour, services, catering options, support services, finance options etc etc..."* – Sighthill Student

As the induction is generally delivered by curriculum teams, the experience and quality of induction can vary. Overall, our Reps felt positive towards induction. Lots of Class Reps are keen advocates for the following to be included, making the process as engaging as possible:

- Include plenty of icebreakers and 'getting to know you' activities, so that classes can bond quickly.
- Conduct tours of the whole campus for classes rather than setting treasure hunts. This would ensure everyone knows where to find key locations such as Student Services, the Students' Association, canteen facilities and the water fountains.
- Go over fire safety. Some students highlighted that they still weren't aware of the process if there is a fire drill, and where to gather if they hear an alarm. This was mentioned by several Class Reps at the Sighthill meeting.

This year, the Students' Association responded to previous Rep feedback by running campus tours within the first week of college. It seems that particularly for Sighthill, where the demand was highest, these will continue to be useful. Next year, we will work to promote the opportunity earlier, so that students and staff know about this additional opportunity to get their bearings on campus.

Online learning environment

> *"Our tutors post WORD doc info in Teams or One Drive or Moodle. Have to keep checking all three. Would be better if they only posted in Moodle."* – Granton student

As with last year, we asked Reps their thoughts on the online learning environment, which includes Moodle, Teams, Outlook, MyEC and the Wi-Fi. The usage of different platforms can be inconsistent. Generally, Class Reps felt that Moodle is not particularly user-friendly. Suggestions for improvements included:

- Dedicate time in early classes to show students how to use Moodle, Teams and other software.
- Work with curriculum staff so that there is a 'best practice' way of presenting information on Moodle.
- Make the Absence Forms section on MyEC clearer, as some students have had difficulty finding the forms.
- Boost/upgrade on-campus Wi-Fi, particularly in study areas such as classrooms. This was particularly flagged as an issue in Sighthill campus.
- A number of students raised the issue of assessments/assignments sometimes being posted on Moodle, and others on Teams, which causes confusion.

College teaching staff and the learning environment

"A lot of us have had stuff going on in our personal lives, but we feel as a class that when we come together, it's like a bubble that protects us from outside worries, we're kept busy with the course!"
– Milton Road student

The vast majority of Class Reps felt highly positive about the approaches of teaching staff. Students felt that the college was a welcoming and inclusive place to study. When there have been issues, we have noticed that Reps have preferred to raise these directly with us rather than in group discussions, and we have been following up with Heads of School/Curriculum Team Managers where relevant. Some suggestions to common issues included:

- Early agreement on which platform staff will be using to communicate, as students can be overwhelmed with different messages on different platforms.
- When there are staff absences, make sure this is communicated to student in a timely way and if absences are likely to be longer term, make sure the cover plan is communicated with students.
- If there are room changes, notify students online and via a poster on the door, rather than relying on word-of-mouth among students.
- Students requested that class materials be uploaded in advance of lessons, to allow students to get ahead and familiarise themselves with any material.
- Some students complained that when there were disengaged students in their class, this was disrupting theirs and others' learning.

This year, the College has changed the focus of Learning Development Tutor (LDT) to be on further education courses. This means that higher education courses no longer have an allocated LDT to work with them. Some HN students, particularly students who had an LDT last year, were confused about what provision was being provided e.g. unsure who would certify absence forms. The HN students now have access to an online LDT drop-in.

Have your say

We asked students several questions using Mentimeter to gather anonymous feedback, grouped by different areas of the SLE model. Due to small number of participants at the Midlothian meeting, we focused on group discussion there. It is worth noting that the data gathered at the online meeting represents students from a variety of campuses, and not only students who studying online/distance learning courses.

Statement	Average Score (1 = strongly disagree, 5 = strongly agree)			
	Sighthill	Granton	Milton Road	Online
Organisation & Management				
My induction went really smoothly	3.33	3.9	2.84	3.85
My timetable was organised and clear	2.8	3.5	2.69	3.85
I feel I've settled in well at college	4.66	4.44	3.76	4.07
Curriculum				
I feel like most people in my class are at the same level	3.53	3.25	2.15	3.14
The course content is relevant and up to date	4.53	3.88	3.46	4.29
My course and classes have met my expectations	4.13	3.69	3.15	3.96
Resources, Environment & Technologies				
I feel positive about the college facilities	3.33	3.44	3.23	3.73

I confidently know my way around campus	3.53	3.94	4.23	4.35
I feel positive about the online learning environment	3.93	2.75	2.77	3.38
Learning & Teaching Delivery				
At Edinburgh College I feel cared about as a student	3.66	3.69	3.31	3.88
The teaching has been engaging	4.2	3.75	2.85	3.96
As a class, we feel supported	4.07	3.81	2.85	3.84

In the above, we can see at a glance that most results are averaging over 3, which is a positive result. The answers that achieved the highest scores overall were:

- *I feel I've settled in well at college* (average of 4.2 out of 5)
- *The course content is relevant and up to date* (average of 4.04 out of 5)
- *I confidently know my way around campus* (average of 4.01 out of 5)

The answers which achieved the lowest scores overall were:

- *My timetable was organised and clear* (average of 3.2 out of 5)
- *I feel positive about the online learning environment* (average of 3.2 out of 5)
- *I feel like most people in my class are at the same level* (average of 3.02 out of 5)

If we look at results on a campus-by-campus basis, the results show that unfortunately Milton Road is consistently showing significantly lower scores than Granton and Sighthill, with 6 questions out of 12 showing results below 3. This also tallies with the Class Rep meeting feedback from November 2024. From conversations with our Milton reps, there is sometimes a sense that the resources and events are directed towards the larger campuses. This could potentially be something we explore specifically with our Milton Road Lead Reps this year.

Sighthill and Granton are scoring roughly equal scores, and the Reps who attended the online meeting tended to answer the most positively.

Lead Rep Programme – second year

This is the second year of our Lead Rep Programme, our initiative which encourages enthusiastic Class Reps to put themselves forward. 12 of last year's Lead Reps have returned for a second year, and we received a further 15 applicants this year. Our aim for this project was to recruit two Lead Reps per school, and currently there is good spread of Lead Reps across different academic areas and campuses. With the college's forthcoming Tertiary Quality Enhancement Review (October 2026) we hope that our Lead Reps will be active community, playing a key role in providing feedback for review meetings. We will be working closely with the college's Quality Enhancement team to prepare for this going forward.

Summary

This report has explored the feedback gathered from our Class Reps so far, reflecting on their first few months of getting settled into college. We have themed our discussions around the different elements of the Student Learning Experience Model, which was a useful way to theme the feedback we have received. Our key learnings were:

- The induction experience varies, but some highly valued elements of induction are the parts that go beyond curriculum. This includes icebreakers, overviews of the facilities on campus via tours, introductions to the online learning platforms.
- There is inconsistency of which online tools and platforms are used, even on the same course, different lecturers take varied approaches, which can lead to confusion.

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- Staff are generally doing a great job of making students feel welcome, valued, listened to and ensuring the course content relevant and interesting. Staff absences can create challenging conditions, but the most important piece of the puzzle is ensuring that communications are kept open so that students feel in the loop.

Along with the data shown above, we have also collected individualised feedback from each meeting, which we are taking forward with staff and individual students. We aim to try and resolve any issues promptly, by working in partnership with College staff.

The Class Rep system is a hugely valuable way for the college to gain honest and constructive feedback on their Learning & Teaching experience. We are grateful for the Reps who attended meetings and maintained a solution-focused attitude throughout, and hope that there have been lots of productive conversations directly between curriculum staff and their Reps. We hope that Class Reps feel empowered to know that their feedback is being heard across the college and will help to shape student experience in the coming months and years.

This report will be circulated to the Student Success Committee of the College Board. This report will be circulated to all Class Reps and to the College's Senior Management Team and made available on the Class Reps webpage.