EC Students' Association
Class Rep Meeting 2 Report
February 2026

In the week beginning Monday 2nd February 2026, the Students' Association held our second round of Class Rep meetings, with options to join in-person at all four campuses, as well as an online option.

Our Class Reps are a key part of the college ecosystem, and their feedback gives us valuable insights into how students are feeling. The overarching theme for our February meetings was community and belonging at Edinburgh College. Our meeting objectives were to:

- Gather feedback about the sense of belonging at Edinburgh College

- Find out what is impacting the Class Reps' overall learning experience

- Present updates and information from EC Students' Association including the upcoming Elections and Student Life Survey

By grouping these conversations under the themes of community and belonging, some interesting feedback emerged, which we hope we will be able to draw upon as we work with the College to enhance the overall student experience.

We asked Class Reps to reflect on whether they felt Edinburgh College was a welcoming, pleasant place to learn and make connections with others, and the answers were overwhelmingly positive. Students said they felt able to build connections with classmates, and the presence of someone always at the front desk/reception had made the College feel more friendly.

> "Our class is like a family; we are all so close and work together to support each other"
> Beauty student, Granton

While the start of term is welcoming, with ice-breakers built into course time, it can be more difficult to make connections once the year is underway. When asked how we could make College more welcoming, Reps suggested:

- At the start of the second semester, provide some freshers-week style activities (sometimes called "re-freshers") with reminders of the different clubs, societies, events and activities that students can get involved with if they missed out the first time around.

- Increase the number of campus tours provided at the start of the year and work with curriculum staff to make sure whole classes attend the tours. Some Reps said these were particularly helpful for allowing classes to get their bearings and feel welcome at the start of the year.

- Increased promotion of activities happening around the college, to help students build connections beyond their courses. We recommended that students follow both the College and the Students' Association Instagram accounts for up-to-date info on events happening on campus and beyond. Students also suggested that lecturers could post in class Teams channels when there were events coming up.

- Students highlighted that some campuses have an issue with students vaping/smoking at the entrances, preventing this from happening would make the College feel more welcoming.

<u>Feeling safe at College</u>

We asked students a two-part question: "How are students supported to feel safe and welcome in their learning spaces? Is there an effective and accessible process for reporting bullying, harassment, and discrimination?" In part, this was to enable us to promote the "Call it Out" tool for reporting hate and misogyny which was developed in 2024-25 and is available via the [college website](#).

Overall, most students felt that they were safe at college, the vast majority reported that they hadn't witnessed any incidents of bullying, harassment and discrimination. Some students were aware of the Call-It-Out process, either because they had been shown by a Learning Development Tutor (LDT) this or last year.

> "There are procedures in place that our LDT has went through with us, and they seem pretty comprehensive." Cyber Security student, Granton

A number of Reps flagged that LDTs were a vital part of building the sense of belonging, but also the sense of safety, as they were someone to go to if students were struggling either with college work or personal issues. Students felt that having a named contact, someone who knew them and was there to support them, was very valuable. LDTs also help to distribute information, e.g. about events, activities, and procedures, such as using the Call-It-Out form.

While we understand the rationale behind moving LDTs to focus on Further Education provision, there have been consistent calls, especially from HN students who previously had access to LDT support, to bring that back. If timetabled hours were not possible, providing students with a contact they could reach out to for support, perhaps using an 'office hours' structure, would be reassuring.

Key issues facing students

An important part of this process is allowing Class Reps to raise matters affecting them and the students they represent, and the following issues came up.

Cleanliness on campus	There were complaints about the cleanliness on campus, especially at Milton Road for areas where equipment (e.g. keyboards in the library, sound production equipment) feels dusty and unhygienic. At Granton, Reps flagged that students are not clearing up after themselves and using the bins provided in the hub.
General facilities issues	There were a number of facilities issues flagged by students in classrooms, e.g. broken chairs. These have now been reported to the college facilities service, ISS, and the Estates teams are undertaking a full furniture audit. It would be useful for both students and staff to be reminded how to raise issues with equipment directly, so that if there is a broken chair in their classroom, it is dealt with promptly, rather than saving up this feedback for Class Rep meetings.
Assessment scheduling	In courses where there were multiple subjects, sometimes assessments from these different areas are scheduled for the same week or day, which can be tricky to juggle for students. This could be resolved by increased communication different subject lecturers at the beginning of the year to avoid assessment clashes.

Catering and breakfast club	Concern was raised on the lack of healthy options available for students on campus, particularly at Sighthill campus. The breakfast provision of tea/coffee and toast was appreciated, although several students asked for jam to be provided again (recently removed from the provision due to costs).
Timetabling	Some students highlighted that timetable changes were making it harder for them to carry out paid work at the same time, e.g. when classes take place on Mondays. Wednesdays and Fridays. Students would prefer for in-college days to be bunched, as this leaves more opportunities to work when they are not studying.

We gathered some direct feedback on student experience by asking students what the best and most challenging things about college were. Here are some examples from students in their own words.

Have your say

As outlined in our December Class Rep Report, we have been working to embed the Student Learning Experience Model into our training and meetings with Reps. For this part of the meeting, we were focusing on the following sections of the model:

- Community & Belonging
- Student Partnership
- Assessment & Feedback
- Progression & Achievement

Using these areas, we devised new questions for our 'have your say' section of the meeting. Class Reps are asked to anonymously respond a series of statements, rating them on a scale of 1– 5, where 1 = "strongly disagree" and 5 = "strongly agree".

Statement	Average Score (1 = strongly disagree, 5 = strongly agree)			
	Sighthill	Milton Road	Granton	Online
Community & Belonging				
I feel like I belong at Edinburgh College	4.33	3.71	4.66	4.21
Edinburgh College is a welcoming place	4.25	3.71	4.66	4.28
At Edinburgh College I feel cared about as a student	4.08	3.14	4.5	4.14
Student Partnership				
I have been given the chance to meet with course leaders / curriculum staff	3.38	3.37	4.7	3.72
I feel like my feedback is being listened to and acted upon	3.08	2.75	4.1	3.54
I feel like I'm playing an active role in making college better	3.76	3.5	4.4	3.63
Assessment & Feedback				
I've received useful feedback on my assignments	3.83	4.28	4.36	4
I know how to access support if I'm struggling with assessments	3.33	3.14	4.27	4
My assessments have been evenly spaced throughout the course	3.25	3.42	3.36	4
Progression & Achievement				
I feel I am making good progress on my course	4.16	4	4.36	4.71
Being at Edinburgh College is helping me achieve my goals	4.16	4.37	4.54	4.85
I feel supported in my next step	3.75	3.62	4.36	4

Overall, these results are broadly positive, with most statements scoring over 3 out of 5, and many scoring an average of 4 or more out of 5. The College scores well on being **welcoming** and students feeling like they **belong**, with both of those statements averaging a score of 4.22 out of 5. The highest scoring areas were around progression and achievement, with the statement "Being at Edinburgh College is helping me achieve my goals" achieving an average score of 4.48 out of 5.

The lowest scoring areas overall were:

- *I feel like my feedback is being listened to and acted upon* (average 3.36)

- *My assessments have been evenly spaced throughout the course* (average 3.50)

- *I know how to access support if I'm struggling with assessments* (average 3.68)

Milton Road Reps continue to return lower scores on average, a trend that was noted in the December report. We have been working with our Milton Road Lead Reps to discuss this further and also welcome the discussions around developing the use of communal spaces at Milton Road that have recently been held by the College's spaces group.

Student Partnership

It is worth noting on the lowest scoring statement was about Reps feeling their feedback was listened to and acted upon. While we have tried to introduce a more 'you said, we did' style of reporting back in meetings to close the feedback loop, it is possible that Reps still feel like they are not seeing the evidence of their feedback making meaningful changes during their time in College. This also highlights one of the main areas of concern around whether students have the opportunity to meet with their key curriculum contacts, such as Curriculum Leads, Curriculum Team Managers and Heads of Department, to give subject-specific feedback about their learning.
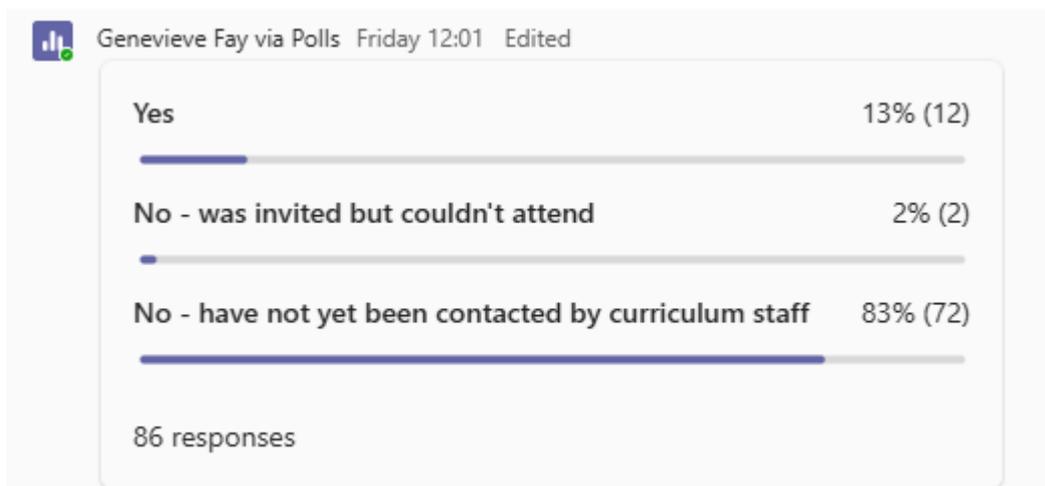
In a poll we conducted in early January of Class Reps, 83% of the 86 students who responded said they had not yet met with curriculum staff in their role as Reps. For many Reps, curriculum-specific meetings, usually held once per semester, are the most useful setting where they can feed back information directly to those in charge of the specifics of their course, rather than going through the Students' Association. We understand that with the restructuring of curriculum areas, and the resulting change from Schools to Departments, this may have been delayed more than usual.

We have been working with the College's Assistant Principal Quality and Improvement, and the Curriculum Lead for Quality, to create a resource which gives guidance to curriculum staff on expectations for working with Student Representatives. We hope to roll this procedure out in the spring, with information sessions provided to different Departments.

Overall, in this round of meetings we had an attendance of 49 Reps, which is slightly less than might have been expected for this time of year. If we take each Class Rep to represent the views of 15 students, in total 735 student views were represented. Unfortunately, no Reps attended our Midlothian meeting, and engaging with Class Reps at Midlothian remains a challenge for us. We hope to improve this over the coming calendar year, with the additional resource provided by the Students' Association's new Representation Assistant role, which we hope will begin in April.

Updates from us

Our Class Rep meetings are an active channel for distributing important information from both the College and the Students' Association to students.

Elections

During the February meetings, our focus was on promoting the EC Students' Association Elections, which are taking place on the w/c 16th March. Our current President, Adam Lowe, shared his views on what the experience had been like and encouraged potential candidates to ask questions.

We will be circulating more information about running and voting in the coming weeks, both to Class Reps through our Teams channel, and to the wider student body as a whole. We are grateful to Learning Development Tutors and everyone who is spreading the word about Elections.

Student Life Survey

Our Student Life Survey, which aims to get a broad picture of the challenges students are facing, is returning for its third year and we are keen to encourage Class Reps to play their part in promoting it. There are sections on digital resources, travel, housing, finance and housing, but the survey also further explores the sense of belonging at Edinburgh College, following on from the conversations we had at Class Rep meetings. The questions remain the same from last year's survey, so we hope that the comparison of data we collect can help us see some continuing and emerging trends of the big challenges facing students in 2026.

Conclusion

The Class Rep system continues to be an invaluable tool for gaining feedback about the student experience and as a conduit of useful information between the College Management, the Students' Association and the student body. This report has focused on the outcomes of questions we asked the Class Reps around community and belonging, which has indicated that most Reps feel Edinburgh College is a welcoming place where they feel they belong.

Generally, while the experience has been broadly positive and has improved since this time last year, there are some persistent issues that were consistently mentioned across campus-based and online meetings, such as cleanliness on campus. More can be done in terms of promoting co-curricular opportunities, societies and clubs to enhance student life. If possible, students are still keen to have support from an LDT, even if not in timetabled hours.

Along with the data shown above, we have also collected individual 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 the College.

We will take these learnings further and this report will be circulated to the College Board of Management's Student Success Committee in advance of their March meeting. This report will also be sent to all Class Reps and to the College's Senior Management Team, and made available on the Class Reps webpage.