



Student Council

Thursday 24 January 2019, 6 – 8 pm, Teviot Debating Hall

AGENDA

1. Welcome
2. Accountability
Paper A
3. Motions
 - i. 'Creation of Welcome Week Orientation'
Paper B
 - ii. 'Increase Transport Accessibility to the Edinburgh BioQuarter'
Paper C
 - iii. 'End the Hostile Environment! Defend Migrant Rights!'
Paper D
 - iv. 'Fund Mural for Women of Colour on George Square Campus'
Paper E
 - v. 'Equal Marriage in Northern Ireland' For NUS UK and NUS Scotland
Paper F



1. Accountability

Paper A

Vice President Education: Diva Mukherji

Summary

Happy new year everyone! I hope you had a restful break! I've been away for quite a while, but am excited about continuing working on some great projects!

Diversifying the Curriculum

Summary	This looks at how we can use the curriculum as a space to represent academics from marginalized backgrounds; it goes beyond reading lists, and looks at creating a more diverse University.
Actions	<ul style="list-style-type: none"> • New course about Contemporary Race Relations: met with interested members of staff about how the course would be organized and how students would contribute to its development. • Diversifying the Curriculum Task Group - have solidified its principles, and has been communicated to large parts of the University. Over the semester, more targeted communication and project suggestions will be sent out. • Filmed videos with the University VP People and Culture on the importance of diversifying the curriculum. Keep a look out for it! • Discussed possible projects and the importance of curriculum diversity at various University committees; staff members in the CAHSS were particularly interested in how Schools will be encouraged to prioritize this as an objective, which we're drafting ideas of. • GenderEd – This is an online resource hub of courses/research/academics within the discipline of gender and sexuality studies. We're working on ensuring continuing their funding, and potentially developing a similar hub for race-related research! • 'Decolonizing the curriculum' subject-specific guides - these guides would include testimonials from staff and students on the importance of having a diverse curriculum, suggestions on how to decolonize the area, and whatever else that may be relevant. I'm connecting interested staff and



	students, starting with schools in the College of Science and Engineering! If you're interested, let me know!!
Next Steps	<ul style="list-style-type: none"> • Plan out the feasibility of the race and ethnicity research hub, and speak to interested stakeholders. • Organize groups of staff and students to develop the decolonizing guides in specific areas. • Create a decolonizing the curriculum resource list. • Decolonize the whole thing!!

Inclusive Learning Environments

Summary	This includes looking at ensuring all students have access to equal opportunities to succeed at university, and removing barriers to achievement. This ranges from looking at assessment methods to academic and pastoral support.
Actions	<ul style="list-style-type: none"> • Research - looking into how different forms of assessment fare better or worse for different groups. Members of the University are starting to have conversations about this, which is really exciting. • Researching innovative and effective ways to receive feedback – which methods are most useful for staff and students? If you have any positive experiences, let me know! • Reviewing common marking schemes - this is a long-term project which is deeply linked to assessment and feedback, so it'll be very comprehensive hopefully! • Lecture Recording - Developing workshops on the use and benefits of lecture recordings with staff and students; the workshops will be spaces where schools/disciplines can develop specific guidelines on how to use lecture recordings, and how to make lectures the most effective they can be! • Participated in workshops about supporting Widening Participation students at the University – this included looking at academic, pastoral and financial support.



	<ul style="list-style-type: none"> • Enhancement Themes project applications – I am reviewing these are project submissions which involve how staff/students use data to enhance student experience. Some of them seem very cool, so will keep you updated on the successful applications!
Next Steps	<ul style="list-style-type: none"> • Research (locally and otherwise) – looking into best practice examples of assessment and feedback; the University is hosting a symposium on best practice of feedback methodology, which will be exciting! • Widening Participation - working with the Widening Participation team to think about how to provide more tailored support to widening participation students throughout their time at university. • Continue work on common marking schemes, benchmarking our university against other institutions in the UK and beyond.

Other

- You're all the best
- Nominations are now open! Thinking about running for a role but you're terrified or don't know how it works because there's so much information it's overwhelming? I GET IT!! If you're thinking about running for a role and want to talk through it with someone, contact me or the other Sabbs!! We're here for support and encouragement and myth-busting!! And for the record, VP Education is definitely the best role.

Vice President Community: Georgie Harris

Summary

Happy New Year (still early enough to say that) and happy Semester 2! I've had a restful break, and am really looking forward to working on elections and my other objectives.

Community Engagement

Summary	My main thing I have been trying to push throughout the year has been Automatic Voter Registration (AVR) – and some progress has been made!
Actions	<p>Automatic voter registration:</p> <ul style="list-style-type: none"> • Consistently making the case for the importance of AVR (especially in such uncertain political times) to various figures within the university.



	<ul style="list-style-type: none"> • Secured commitment from the University Student Services department to work on the implementation of AVR for the next academic year, including it in their reform of student registration services (good news!!). • Helping run voter registration stalls in the George Square library to get more students registered to vote. Local community: • Speaking to the Jo Cox Foundation about organising a Great Get Together for students and the public to attend. • People's Vote campaign: <ul style="list-style-type: none"> ○ Continued to publicise details of the People's Vote campaign and its youth wing For Our Future's Sake as mandated by October's Student Council. ○ Attended stalls around campus and nearby areas of the city to campaign and speak to students and local residents. ○ Currently we don't know about the deal, People's Vote or General Election prospects - I will keep students updated based on whether or not a campaign will have to start urgently!
Next Steps	<ul style="list-style-type: none"> • Work with the University to implement AVR for next academic year. • Planning drop-in events with local MPs so that students know their democratic rights as constituents and can ask about issues they may have, including non-UK students. • Continue keeping up to date with the People's Vote campaign and let students know how they can get involved.

Housing

Summary	<p>I've been working on initiatives to do with student housing to make it's as easy as possible for students to find somewhere safe and affordable to live.</p>
Actions	<ul style="list-style-type: none"> • Housing guidelines – Working with the Advice Place manager to review the advice we provide to the University when students have issues with halls, to ensure it is fairer for students and clearer what the University must provide. • Talking to my counterpart at Heriot-Watt about various rate your landlord type websites and their potential benefits. • Last semester I spoke to a group of students about the potential to create a flatmate finder app for students to use.



	<ul style="list-style-type: none"> • Spoken to local councillors and politicians <ul style="list-style-type: none"> ○ Invited to speak at the Cross-Party Group for Housing in the Scottish Parliament on behalf of Edinburgh students – if anyone wants me to touch on a particular topic let me know! • Future of housing in Scotland – roundtable at the end of January representing students. • LGBT+ student accommodation – continuing research on the topic (get in touch if you have any thoughts!)
Next Steps	<ul style="list-style-type: none"> • Meeting the convener of the City of Edinburgh Council's Housing and Economy Committee to discuss affordable student accommodation and issues around PBSA (purpose-built student accommodation). • Improving students' awareness of tenants rights, and knowledge of the new type of flat leases coming into effect. • Continuing research into LGBT+ student accommodation amongst our students. • Improving guidelines that we provide to the University around refunds or compensation for student accommodation.

Sustainability

Summary	<p>Busy planning for this month's Sustain.Ed event – a day-long event held by the Students' Association with support from the University Social Responsibility & Sustainability department to shine a light on all things green.</p>
Actions	<ul style="list-style-type: none"> • Sustain.Ed event – planning for a reuse themed event on 23rd January <ul style="list-style-type: none"> ○ There will be various events going on throughout the day run by societies and local community groups, both around George Square and King's Buildings. • Working with the University's Social Responsibility & Sustainability department allocating funding to student-led sustainability projects, which are so exciting! – Ask me for more info RE applying for funding! • Eco-friendly period products – meeting student social enterprise Lilypads to see how we could further support the work they do, and learn more about both reusable and organic sanitary products in general. • Green Guide - Working on the Green Guide with VP Activities and Services, to provide information about more eco-friendly everyday product and food options around Edinburgh on a student budget.



	<ul style="list-style-type: none"> Continuing conversations around branded water bottles to discourage the use of plastic water bottles, similar to the branded KeepCups.
Next Steps	<ul style="list-style-type: none"> Reaching out to societies for help with the Green Guide, so let us know if you are keen to contribute any tips, recipes or suggestions. Attending Sustain.Ed events and continuing promotion of this.

Other

- Give It A Go** - Attended some society events– there are so many brilliant societies doing such great stuff! Shout-out to Sign Soc for their British Sign Language taster session and FOPA for their tea and postcards event.
- Europe Week** - Liaising with **Edinburgh Global** about planning a Europe Week around the last week of March to highlight the positive contributions all our students and staff from different European countries make to our university community, particularly given the rise in xenophobia in the UK over the past couple of years.
- Transport** - Working with the President on transport around our campuses - waiting to hear results from the University's external transport consultation they had commissioned over last semester.
- Strategic Plan** - All sabbatical officers have been contributing to the Students' Association's new strategic plan – we've attended multiple workshops over last semester and in the past couple of weeks to ensure we have a clear vision about what we'd like to see from the Students' Association over the next six years.

VP Activities & Services: Shenan Davis-Williams

Summary

December was spent wrapping up everything from semester one and planning semester two. It was a fantastic time to reflect on everything we have been working on so far and then I had a very enjoyable Christmas. I've been preparing for what's coming up and planning priorities for the coming months.

Events

Summary	December was quiet as exam period always is. However, the beginning of this semester has been full of planning events and welcoming everyone back!
Actions	<ul style="list-style-type: none"> Give It A Go Week (GIAGW) – full of free events organised by our societies to welcome new members - we also held our societies fair which had loads of sign ups and allowed me to speak to all of our new societies!



	<ul style="list-style-type: none"> • Christmas Calendar – we had a number of movie screenings throughout the month and our Christmas market went down a treat with students. • Sports v Socs – Our third Sports v Socs took place during GIAGW and was après ski themed to keep the winter vibe going for everyone! • New mascot – Dusty made an appearance during exams by handing out lollipops and wishing students good luck. • Students' Awards – nominations for The Students' Awards are now open and we will be spending the next couple of weeks holding auditions for those who hope to perform at our first ever Students' Awards. • 2019 Sports Day planning – further discussion and planning has taken place with RAG - combining ESCA, the Sports Union and Edinburgh University Students' Association for a day of fundraising and fun themed activities. • Postgraduate events – I have gathered information from our Postgraduate reps to find out what events they would find most appealing in the hope to organise more postgraduate specific events this semester.
Next Steps	<ul style="list-style-type: none"> • Keep club nights busy with a variety of drinks, alcoholic and non-alcoholic, available at an affordable price. • Dusty will be making an appearance throughout the semester during campaigns, club nights and society events. • Further planning and organising for our fun sports day. • Begin planning our postgraduate events. • Continue work on Sports v Socs to ensure societies are earning extra funding in a fun and sociable way.

Student Engagement

Summary	Evaluating what went well with our societies in semester one and how we can carry this onto semester two. Planning the key projects I will be working on in second semester to benefit our societies as much as possible.
Actions	<ul style="list-style-type: none"> • Society meet and greets – due to the success of these in first semester, we will now be holding an extra one in second semester to keep up-to-date with the needs of our societies.



	<ul style="list-style-type: none"> • Activities Reps – continuing to work and support reps on their projects and we will have our first Exec meeting of 2019 at the end of this month. • ECA – continuing to meet with the ECA representative and further our work on the use of Albertina and the eating spaces available at ECA. • Society support – reviewing the handover guide for our societies and ensuring that it is as helpful as possible for incoming office bearers. <ul style="list-style-type: none"> - Further discussion to progress with an online booking system. - Organising a student wellbeing feedback session for 31st Jan to allow students to give their views on what the university is doing well and what the university could do to improve it. - Further work on implementing Microsoft Teams as a platform for our societies to share and swap skills, advice and events. • Gaelic Committee – creating a strong plan based around implementing Gaelic into the future steps of the Students' Association. • Anti-cyberbullying campaign – Researched current campaigns and made contact with the university to find out what they do to encourage online safety and how it can be improved. • Strategic plan development – lots of work on our strategic plan - running various workshops and sub-committees to include as many people as possible.
<p>Next Steps</p>	<ul style="list-style-type: none"> • Society meet and greets – to hold our second semester meet and greet. • Activities Reps – Continuing support. • Maintain communication with ECA - support their needs and continue to look into a degree show grant. • Divinity – work closer with Divinity Reps and support them where needed. • Anti-cyberbullying campaign – meet with the university and construct a strong plan for the campaign. • Continue to push support for our societies in the necessary services that we should be providing for them. • Hold student wellbeing feedback session and develop a plan based on the outcome.



Improving Student Services

Summary	Working on a very varied selection of our services.
Actions	<ul style="list-style-type: none"> • 'Green Guide' – Further research carried out for the content of the guide. • Food – Launching a brand new menu in Teviot with more vegetarian, vegan and gluten free options. <ul style="list-style-type: none"> - We now have Teviot desserts and brunch. - Our most popular drinks are now available at a cheaper price. - Our Library Bar menu now has a selection of salads - a healthier option. • Humpit – Coming soon to Potterrow Dome we have a new hummus and pita bar that is 100% vegan. • Digital Transformation - Looking at the future of the Students' Association's digital transformation - the ways we communicate to students and evaluating the current website. • Library café – Following November Student Council - in contact with the university, discussing extending the library café operating hours during peak times plus more desk space allowing food.
Next Steps	<ul style="list-style-type: none"> • 'Green Guide' – continue work with VP Community, drafting sections. • Menus – Continue to evaluate the menus of our other venues. • Humpit – Ensure we have a new café that caters to the needs of students. • Library café – continue discussion and push for changes before next exam period.

President: Eleri Connick

Summary

Welcome back!! Hope everyone had a restful and wonderful Christmas break! Cannot believe how quickly time is going. As a Sabbatical team, we had a great first semester and now we are excited to start finalising projects before we head off into the sunset on June 7th! However, until then we are full of so much energy and cannot wait to work with more of you in the next five months!



We Are Edinburgh

Summary	The WeAreEdinburgh activity is designed to start building a student community, where we are celebrating all of our achievements more!
Actions	<ul style="list-style-type: none"> • Presented WeAreEdinburgh concept at the Corporate Services Group (CSG) all staff day and the College of Arts Humanities and Social Science (CAHSS) Policy and Resources Committee. <ul style="list-style-type: none"> ○ Both presentations received positive feedback and resulted in lots of people thinking about how they can show students that the care and that they are proud.
Next Steps	<ul style="list-style-type: none"> • Working with University Finance department to look into the provision of mentors for society and sports club treasures to help with writing annual reports. Also looking into the support for student entrepreneurs. • In discussion with Edinburgh University Press to look at supporting young writers. • Working with the Principal of Edinburgh College of Art to present a proposal to the University to look into different models of how we can work in partnership with the University to sell our incredible students' art work.

Members

Summary	The Students' Association exists for our members, it is essential that what members want, is at the heart of what we do.
Actions	<ul style="list-style-type: none"> • Edinburgh Global - VP Welfare and I have been working with University colleagues in the Edinburgh Global team to determine what projects we will be partnering on moving forward. There will be six key areas of work which time will be spent on: international student mentor programme; international student support, international student survey, learning abroad, advocacy and campaigns, and events. • Alumni Discount - working with University Student Administration staff to benchmark the University offer with other institution and look at the process.



	<ul style="list-style-type: none"> • Transport - The University is currently working on a Transport consultation so that in March it can present a University wide analysis of what needs to be done to improve student transport. There are a group of Edinburgh students who I have put in touch with the transport team who will be helping with the consultation and getting student feedback.
Next Steps	<ul style="list-style-type: none"> • Student Awards - The first ever 'Student Awards' are happening this April and nominations are open now! The Student Awards are open to all UoE students and I would really encourage you to put in nominations for those well-deserving students. Check out the different awards on offer on the Students' Association website: https://www.eusa.ed.ac.uk/studentawards/.

Other

- **Strategic Plans** - I have spent a lot of hours being involved with discussions on both the Student Association and University's Strategic plans.
- **Vice Principal Students** – In early February I'm involved with the recruitment process, and sitting on the interview panel, for the new Vice Principal Students. This role will be an incredibly important one to student experience.
- **Elections** - I will be spending time over the next month meeting with candidates who are wanting to run for a Sabbatical Officer position. If you are keen, or you have a friend who is, please do not hesitate to get in touch to chat about the position and to have any questions on your mind answered.
- **Thank you** to you all for coming to Student Council and making your voice heard! Have a super 2019!! Please do get in touch with any questions. My email is president@eusa.ed.ac.uk or you can call on 01316509405 or find me on Facebook as 'Eleri Pres Connick'.

VP Welfare: Kai O'Doherty

Summary

Since November, times were quieter with everyone on holiday – but I've still been up to a bunch! I order my report based on my three key objectives.



Improving Mental Health Support

Summary	This includes work around: mental health support, University policies, year abroad help, and more.
Actions	<ul style="list-style-type: none"> • Opposition to Amendments to the 'Support for Study' Policy: The University wants to make mandatory interruptions of study possible through the policy, which we strongly oppose. I have done research and lobbied against this amendment. • Mental Health on Year Abroad Survey Launch: I've collated a survey for students who've been on a year abroad regarding mental health needs and support, to inform the University's new Learning Abroad strategy. • Suicide Prevention Campaign: Eleri and I have worked with the University to make suicide prevention posters, one aimed at concerned friends and the other signposting resources for people considering suicide.
Next Steps	<ul style="list-style-type: none"> • Mental Health 1st Aid: continuing to pursue options to open up this training to more students, if financed by the University.

Combatting Sexual Violence

Summary	This includes: growing the awareness raising campaign #NoExcuse, training, and addressing the procedures survivors/victims access.
Actions	<ul style="list-style-type: none"> • #NoExcuse, anti-sexual harassment campaign: launching a grant for societies & clubs to get funding to run events tied to the campaign; also holding information stalls across the University. • Sexual Violence Procedures: the University SV Taskforce met, discussing improvements to reporting, procedures, and awareness strategies. Continuing to push for rapid change to make the process fearer and supportive. • Anonymous Reporting: reviewing anonymous reporting mechanisms at the Advice Place, and within the University.



	<ul style="list-style-type: none"> • Zero Tolerance in Students' Association venues: based off of the motion in October, I'm working to make the policy and process clearer in our nightclub venues and online.
Next Steps	<ul style="list-style-type: none"> • #NoExcuse: a new round of phrases/text will be printed/distributed, based on student submissions.

Centering Anti-Oppression

Summary	<p>This includes: to support the Liberation Officers' work, improve support for trans students, and enhance support for international students, parents, carers and mature students.</p>
Actions	<ul style="list-style-type: none"> • Trans and non-binary student advocacy: created our first Trans & Non-Binary Liberation Rep, and following up with the motion on tackling the transphobic materials on campus. • Thematic Review of Support for BME Students: met University staff about this review in Semester 2, which will hopefully be useful in the fight to battle institutionalized racism at UofE. • Funding BME Welcome Guide: the BME Liberation Group is putting together a Welcome Guide to help BME students starting here – get in touch with them to help if you're a BME student! • Disabled Students' Forum: Supporting Eileen, our Disabled Students' Officer, to organize a forum with the Student Disability Service on Jan 30th at 3.30pm. Disabled students can share their feedback on the service and the University, towards improvement. • College of Science & Engineering, Equality & Diversity Committee: attended their meeting, aiming to improve collaboration between our liberation work and the E&D committees of CSE.



Next Steps	<ul style="list-style-type: none">• University Equality & Diversity Committee – there is no University-level committee tasked with addressing inequality and diversity. I'm working to change this.• February is LGBT+ History Month – check out our website for some stellar keynote speakers and events!• Gender-neutral toilets - I'll be working with the University to create a map of gender-neutral toilets on campus, and make it clear and easy to suggest conversion of other toilets.
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Other

- **Strategic Plan** - working on the Students' Association's next in full-day workshops.
 - **Elections 2019** - planning is well under-way, and I'm supporting this activity.
 - **University Court** - brought up motion content such as the Post-Work Study Visa for students.
 - **Edinburgh Global** - working alongside Eleri to review our Global Buddies scheme.
 - **Student Centre** - development continues after attending our most recent Project Board.
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3. Motions

- i. 'Creation of Welcome Week Orientation'
Paper B

What will we do:

1. Lobby the university to include a university orientation in the matriculation process for all undergraduate students by:
 - a. Working alongside the admissions department to ensure that before new students arrive they are introduced to University resources, the Students' Association, their Academic College and life in Edinburgh.
 - b. Placing students into groups/houses before they arrive, in order to organise them in a way so peer mentors can help them with the matriculation process.
 - i. They would stay within these houses for the duration of their time at the University of Edinburgh. This would increase sense of community on campus because it breaks down barriers such as housing or field of study as groups aren't determined by where you live or your degree.
 - ii. As students progress through their time at University they would take on Peer mentor roles and maintain relationships with their houses, continuing the sense of community between and across years.



- c. During Welcome Week these groups would go to University and Students' Association events together to familiarise themselves with resources that all students have access to and may need to use over their time here.
- d. Incorporating workshops or events including sexual consent as compulsory elements of the orientation process.

Background to this:

1. Each undergraduate year has nearly 6,000 students from all over the world and encouraging community-building amongst such a diverse and large mix is an ongoing process.
2. Socialization during orientation within an institution leads to greater individual satisfaction and direction within said institution later on and encourages better use of institutional resources (Jones, 2007).
3. "Incoming first-year students at Michigan State University who felt a connection with the university during orientation were more likely to fit in and want to stay [involved with] the university, particularly students from ethnic minority groups" (Fain 2017).
4. Partially due to a lack of guidance for incoming students about the numerous resources available, there is an inadequate feeling of community between all students and an unawareness/overwhelmingness about said university resources, a major reason we are ranked third to last in the UK for student satisfaction.
5. "The net effect of the first year of college on critical thinking skills . . . was nearly 75% of the estimated net effect of the first three years of college" (Pascarella 2005).
6. There was a strongly correlated 15% improvement in student satisfaction levels with their undergraduate experience noted in those who participated in first-year orientation compared to those who did not at the University of Kentucky, which was attributed to improved awareness about university resources and greater social inclusion (Davis, 2013:51).

Beliefs and motivating actions:

1. Students should be aware of available resources once they arrive on campus so that they can be utilized as soon as a potential problem arises rather than found once there exists a need.
2. Student involvement with Democracy, Societies, access to resources, and knowledge about what it means to be a University of Edinburgh student and Edinburgh University Students' Association member encourages greater participation which encourages identification of areas to improve upon and increases student satisfaction.
3. For international and underage students among others, division can stem during Welcome Week from the unfamiliarity of living independently in the UK, nightlife culture, and the missed opportunities arising from neglected use of university resources.
4. The university needs to take larger responsibility in providing education on sexual consent and education on inclusivity to promote safety and solidarity.
5. A greater degree of organization is needed during Welcome week to reduce the individual burden to incoming students of trying to familiarize themselves with the university and Edinburgh University Students' Association, whereas we should also be trying to familiarize ourselves to them.



6. The matriculation process and Welcome week is largely administrative and/or voluntary, meaning that the burden of understanding the nuances of life here falls on the individual, a burden which could be lightened through peer guidance.
7. Adverse positive effects include honouring notable alumni and educating students on university history, creating Edinburgh school spirit, transcending unintended socioeconomic segregation as a result of ability to afford different accommodation, merchandising opportunities for the greater university houses, and less instances of hate and misconduct on campus.

Submitted with 20 Student Signatures.

- ii. 'Increase Transport Accessibility to the Edinburgh BioQuarter'
Paper C

What will we do:

1. The Students' Association to lobby relevant university departments responsible for transport to:
 - a. Provide shuttle buses to transport medical students to and from George Square Campus to the Edinburgh BioQuarter (previously Little France), leaving every 20 minutes from 8:00am to 9:20am and 4:00pm to 5:20pm, with stops at Marchmont, Newington and Pollock Halls of Residence
 - b. Provide discounted bus fares for medical students on Lothian buses.
 - c. Ensure the cycle routes to the Royal Infirmary of Edinburgh (RIE) are well maintained.
2. The Students' Association to conduct research, if necessary, into how many people use the shuttle bus at different times in order to effectively lobby for a sufficient number of buses to be provided to meet student demand. Using this research, implement more bus services if there is demand for these between the times of 10:00am and 4:00pm.

Background to this:

1. The Royal Infirmary of Edinburgh (RIE) at the Edinburgh BioQuarter is the main campus for all clinical years (years 4-6) within Edinburgh Medical School and is located 3 miles south of the Old Medical School. Preclinical students also have many of their lectures taught at the RIE (years 1-3)
2. More teaching will be taking place at the RIE, in the Edinburgh BioQuarter, in the next few years – many students, including Biomedical Science students as well as medics will soon be expected to attend classes there and a shuttle bus is therefore, all the more necessary.
3. If a lecture is lead by a senior clinician who works at the hospital, such as a consultant, it is easier for them to lecture at their place of work, to suit their timetable/be available on call. As a result, many lectures are taught at the RIE, in addition to clinical skills sessions (which are compulsory) and clinical attachments in the wards.



4. Until 2017, an hourly shuttle bus was provided by the NHS for medical students to get to their places of study. However, it has since been terminated due to lack of government funding. As a compensatory incentive, the medical school provides pre-clinical students with £50 per academic year, and clinical students with £125-£350 per academic year, to cover transport costs to the BioQuarter, Western General, and peripheral placements. Intercalating students (of which many have their course taught at the medical school) receive no funding whatsoever despite intercalation being a compulsory component of the new 6-year MBChB curriculum, as of 2018.
5. Common scenarios where students have struggled to access transport are:
 - a. Not enough spaces on the public Lothian buses, as many members of the public are also travelling at peak traffic hours to attend routine appointments at the hospital. This is a particular issue for students in Marchmont/Bruntsfield (where the majority of students live), where only one bus service exists to the RIE.
 - b. The public buses not arriving at suitable times for lectures starting, resulting in students being too late, especially with crowded or indirect bus routes.
 - c. Students having to queue for long periods, and this is difficult in cold weather, especially in the mornings for those with clinical attachments as early as 7am. Furthermore, it is unjustified to expect the alternative of walking in the dark at this time – it is an issue for student safety.
 - d. Many students find it unjustified to have to pay £3.40 (standard return fare) if there is only one lecture at the RIE – this often results in empty lecture theatres, and given many of our lectures cannot be recorded due to confidential discussions/images of patients, students miss lots of essential learning material. Furthermore, many students who do attend find they are making a 2 hour round trip for 1 hour of material.
 - e. The money given by the medical school barely covers the first few trips of the semester, with 53% of medical students voting it being only “somewhat helpful” and 29% voting it being “not helpful at all” (145 responses to survey sent out to students via Learn).
 - f. Medical students have huge transport costs because of their numerous placements around the city of Edinburgh and beyond (including, but not limited to Fife, the Borders and Fort William), however given the RIE is a central hub for teaching adequate transport should be available. This would allow the funding provided by the medical school to go further, for other places of teaching aside from the RIE. Additionally, a reduction on Lothian bus fares would allow for money to go further, which will in turn increase student satisfaction.
 - g. Cycling routes, although available, can be unsafe on the busy roads en route to the hospital – the road conditions are poorly maintained.
6. When asked about what students’ priority is for change in transport, 61% said cost and 33% said a shuttle bus service (145 responses to survey sent out to students via Learn)



Beliefs and motivating actions:

1. The University has a duty to provide appropriate infrastructure, as they present in their advertising. To facilitate learning for students in the Medical School, transport between both campuses should be a priority.
2. All students should be able to arrive on time to their lectures, seminars, tutorials and clinical attachments at the RIE, without having to wait for long periods to ensure a space on the bus, or having to walk/cycle in poor weather conditions/unsafe times.
3. Students at Pollock Halls of Residence and Marchmont/Newington will benefit greatly from having a bus stop near their place of residence, to facilitate transport to their studies.
4. Students will rely less on private transport such as cars, which are detrimental to the environment, and so public transport should be more accessible if the University is to focus on reducing its carbon footprint.

Submitted with 20 Student Signatures.

- iii. 'End the Hostile Environment! Defend Migrant Rights!'
Paper D

What will we do:

1. To campaign to defend and extend freedom of movement.
2. To campaign to close all immigration detention centres.
3. To support and mobilise for protests around detention centres such as Dungavel or Yarl's Wood.
4. To campaign for an end to ID checks and upfront charging in the NHS.
5. To oppose and campaign against government surveillance schemes like Prevent and visa monitoring in education institutions.
6. To allocate Edinburgh University Students' Association resources to support these campaigns.
7. To work with trade unions and migrant rights groups to carry out these campaigns.

Background to this:

1. In April 2017, the Conservative Government introduced a policy forcing NHS Trusts to check patients ID and charge people upfront for care. [b]
2. Educational institutions have ushered in harsher immigration surveillance policies across the country, for example at University College London. [c]
3. In February 2018, detainees in Yarl's Wood Immigration Detention Centre staged a hunger strike; amongst their demands were for adequate healthcare, ending abuse and exploitation of detainees, an end to indefinite detention, and due processes before imprisonment and deportation. [d]

[b] www.theguardian.com/society/2017/feb/06/hospitals-check-patients-entitled-free-nhs-care-law-jeremy-hunt



[c] www.theguardian.com/uk-news/2018/jul/12/ucl-row-email-immigration-check-fine-draconian-discriminatory

[d] <https://detainedvoices.com/2018/02/25/the-strikers-demands/>

Beliefs and motivating actions:

1. Stagnating wages, crumbling services and the housing crisis were caused by government and employers making the rich richer at working people's expense – not immigration.
2. There should be no barrier to education or healthcare. Immigration checks are discriminatory and, in the case of healthcare, unsafe.
3. Universities should be spaces where students and workers are able to express themselves without fear of detention or persecution by the government.
4. Teachers, admin staff, doctors, nurses, and other workers should not be forced to monitor the migrants they work with and act as border guards.
5. Migrants should not be treated like prisoners and denied due process; the existence of detention centres is inhumane.
6. Free movement benefits all workers and students.

Submitted with 20 Student Signatures.

- iv. 'Fund Mural for Women of Colour on George Square Campus'
Paper E

What will we do:

1. Give up to £500 to the Edinburgh University's Student's Association's Black Minority Ethnic campaign to fund a mural for Women of Colour on campus. The funding will cover:
 - a. £350 for supplies for the actual mural (paint, board, primer, varnish, gloss and finish)
 - b. £50 for workshop artist materials (pens, paper, materials to make stencils)
 - c. £30 for refreshments for workshop attendees
 - d. £70 for contingency for materials (transport etc.)
2. Mandate the Students' Association's Sabbatical Officers to lobby the University to provide a permanent space for the mural in a visible location on campus.

Background to this:

1. In February 2017, a motion was passed through Student Council for the Women's Campaign to help fund the flight costs for members of the Feminist Street Art Collective to hold street art workshops with women students and students of marginalised genders. In result, a temporary mural was created by the Collective and women students at the university. The mural has since been taken down.
2. The Black Minority Ethnic campaign would like to do something similar, by creating a mural specifically for Women of Colour.
3. This is an opportunity to make this a workshop for women of colour at the university to participate in (depending on the availability of students). The BME campaign believes that the input of the women of colour on campus is integral to this mural, as it is a piece of artwork for them. The campaign will create a survey for ideas for what



the mural should include correlating with the themes and issues that are pertinent to them.

Beliefs and motivating actions:

1. This mural's purpose is twofold. Most importantly, it is for the women students of colour as a visual act of solidarity for them. Furthermore, it is also a way to raise awareness of the issues that are affecting the student body to continue the conversation about the marginalised identities on campus. An act of education and visibility.
2. Women of Colour at the university are traditionally marginalised students. The Black Minority Ethnic campaign feels like the mural will be a celebration of this particular intersection between the BME campaign and the Women's campaign, an intersection that is often overlooked at the university and by extension, society.
3. Furthermore, one of the main aims of the year for the BME Campaign is to foster more connections between the other Liberation campaigns (Disabled, Women and LGBT+). This aim is extended with the mural, as we are eager to enforce a sense of intersectionality and reflect upon the experiences of women from other marginalised groups on campus.
4. "This wall was created to beautify our community." "Beautify" implied more than the physical attractiveness the mural would bring to the community. It meant that the wall was painted to raise the awareness in local people of their "soul," "creativity, and power, a consciousness that was expressed by the then-new affirmation 'Black is beautiful.'" —Alan Barnett, Community Murals: The People's Art.

Expenditure Request Submitted with 20 Student Signatures.

- v. 'Equal Marriage in Northern Ireland' For NUS UK and NUS Scotland
Paper F

What will we do:

1. Support the Love Equality Coalition campaign for equal marriage in Northern Ireland.
2. Support the Love Equality Coalition further by publishing a statement of support as a National Union, and running an awareness-raising campaign about marriage equality in Northern Ireland.
3. Encourage local LGBTQ+ organisations to do the same.

Background to this:

1. In the most recent vote, 51% of Northern Irish MLAs (Members of the Legislative Assembly) voted for marriage equality, but the DUP (Democratic Unionist Party) was able to veto it by invoking a petition of concern. ¹
2. 70% of the Northern Irish public are in support of marriage equality. ²
3. Northern Ireland is the only place in the UK where same-sex marriage is still illegal.



4. Reduced LGBT+ rights in Northern Ireland has led to a mental health crisis in the community that is particularly severe, with 35% of LGBT+ individuals self-harming compared to 13% in rest of UK, 57% drinking to hazardous levels compared to 24% in England, and 25% attempting suicide. ³

¹ <https://www.bbc.co.uk/news/uk-northern-ireland-politics-34692546>

² <https://www.belfasttelegraph.co.uk/news/northern-ireland/survey-shows-70-support-for-samesex-marriages-in-northern-ireland-34842125.html>

³ <https://www.mentalhealth.org.uk/publications/mental-health-northern-ireland-fundamental-facts>

Beliefs and motivating actions:

1. That marriage is a fundamental human right that everyone, regardless of their identity, should have access to.
2. That it is our duty as a student movement to fight for marriage equality and LGBT+ rights in Northern Ireland, not only on behalf of our LGBT+ and Northern Irish student populations, but also as a fundamental right.

Motion submitted by Association Executive.



Student Council Expenditure Tracker

June 2018- May 2019

Responsible: sabbatical officers

Description	Date approved at Student Council	Allocated budget	Spent to date	Remaining
Total at June 2018		£4,000.00		£ 4,000.00
PostStudyWorkVisaNow Campaign	29/11/18	£1,000	-	£3,000
Totals		£0.00	£0.00	£0.00
Total unallocated budget		£3,000.00		