Student Council
Thursday 22 March 2018, 6 – 8 pm, Teviot Debating Hall

AGENDA

1. Welcome

2. Accountability
   Paper A

3. Motions
   i. Material Support for Trans/Non-Binary Students (expenditure request)
      Paper B
   ii. Supporting the Scottish Irish Abortion Rights Campaign (expenditure request)
      Paper C
   iii. UCU Strike Solidarity (expenditure request)
      Paper D
   iv. Allow all members to contribute to the running of their societies
      Paper E

   BREAK

   v. Ensuring clearer election rules regarding society involvement
      Paper F
   vi. I'm in admin hell get me out of here: Support for Liberation Officers
      Paper G
   vii. Support Widening Participation
      Paper H
   viii. Supporting Student Carers
      Paper I
   ix. NUS delegation leaders and policy mandates
      Paper J
1. Welcome

Your guide to Student Council

What is Student Council?

The Student Council is the primary mechanism to discuss ideas and create Students’ Association policy. It is open for all students to attend and vote, and students are actively encouraged to do so. Meetings contain the following key features:

1) You can hear and discuss Sabbatical officers’ accountability reports.
2) You are given the opportunity to make speeches for either a motion or expenditure request. All members are then invited to debate on the topic and vote on its passing.

Discussion of Motions

Student Council is chaired by a trained and impartial Student Council Facilitator to ensure debate is fair and orderly, and in accordance with the Students’ Associations’ Safe Space Policy. The Facilitator decides the running order of the meeting, which is usually as follows:

a) Facilitator invites speeches for a motion or expenditure request (usually the proposer of the motion speaks first, or a representative on their behalf)
b) Speeches for and against amendments
c) Vote on amendments
d) Speeches against a motion or expenditure request
e) Summation
f) Questions and comments
g) Vote on motion or expenditure request

Voting

Once an issue has been adequately discussed, there will be a vote by paper ballot. Elected Student Council Members are given weighted votes of 1.5, compared to 1 for a vote from an unelected member. Additionally, only Elected Representatives can vote on expenditure requests. Please note that abstentions made at Student Council meetings will count towards the total number of votes. The table below explains the different voting outcomes:

<table>
<thead>
<tr>
<th>If a Motion receives...</th>
<th>&lt;33%</th>
<th>33-67%</th>
<th>67% or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordinary Motion</td>
<td>Motion does not become Association policy</td>
<td>Motion is referred to online ballot</td>
<td>Motion becomes Association policy</td>
</tr>
<tr>
<td>Extraordinary Motion</td>
<td>Motion does not become Association policy</td>
<td>Motion does not become Association policy</td>
<td>Motion becomes Association policy</td>
</tr>
</tbody>
</table>
The online ballot

Student Council online ballots take the form of a secret ballot in which all members are asked to vote either for, against or abstain to an Ordinary Motion which has failed to receive enough votes at Student Council. Please note that abstentions made on the online ballot will not count towards the total number of votes.

Ballots will be posted on the Students’ Association website and communicated to students within four working days after the associated Student Council meeting. Ballots will normally be open for two working days, with results being announced within two working days after the ballots close.

Online ballots will need to obtain a Quorum for motions to pass. If an Ordinary Motion(s) passes on this Quorum then it shall become Association policy, and will subsequently be published on the Students’ Association website.

Safe Space Policy

Student Council meetings are run in accordance with the Students’ Association’s Safe Space Policy. A meeting shall be deemed to be a safe space where no-one is disadvantaged or discouraged from contributing, so long as they respect others’ ability to contribute; and where the principle of equal opportunities is respected.
Edinburgh University Students’ Association Democratic Meeting Code of Conduct

Introduction

The Students’ Association’s democratic meetings including Student Council Meetings, Committee Meetings, and General Meetings are the Student Association’s primary policy-making bodies. It is therefore vital that all students feel safe, respected, and able to fully participate.

Edinburgh University Students’ Association strives to be a place where contentious topics can be debated accessibly and with consideration for the needs of all participants. However, we recognise that some topics may be particularly difficult or distressing for some members to discuss.

The purpose of this policy is to enable us to facilitate productive debate in a way which is respectful and enables all members to participate.

Code of Conduct

Attendees of democratic meetings are expected to conduct themselves in a manner which is respectful and does not disadvantage or discourage others from participating in the discussion. This includes but is not limited to:

- Allowing others to speak when called upon by the meeting facilitator.
- Refraining from behaviour that discourages others from speaking or prevents others from hearing the speaker including speaking over, interrupting, heckling, or laughing.
- Where appropriate, using content warnings to highlight – in advance – discussion of sensitive topics. This would generally take the form of “I am about to mention [insert subject here]” and should be followed by a pause to allow members to remove themselves from the meeting if they wish.
- Respecting others’ experiences, even if they differ from your own.
- Refraining from utilising social media to harass or intimidate others.

Safe Space Policy

All democratic meetings are conducted under the Students’ Association’s Safe Space Policy. The aim of this policy is to create an environment in which all students, staff, and visitors feel welcome, respected, and able to fully participate in our events and activities.

---

1 https://www.eusa.ed.ac.uk/pageassets/eusapolicy/Edinburgh-University-Students-Association-Safe-Space-Policy(1).pdf

Edinburgh University Students’ Association is a charity (SC015800) and a company limited by guarantee (SC429897) registered in Scotland. Registered Office: Potterrow, 5/2 Bristo Square, Edinburgh, EH8 9AL
should take care to read and understand the Safe Space Policy before participating in any democratic meeting.

It is the responsibility of the meeting facilitator to uphold the Safe Space Policy and ensure it is being implemented.

If you experience or witness an incident which you believe is in breach of the Safe Space Policy you can report it either:

- **At the time**, to a member of Students’ Association staff or the meeting facilitator
- **At a later date**, by emailing complaints@eusa.ed.ac.uk

The Students’ Association’s Complaints Procedure is confidential and impartial. Incidents will be handled on a case-by-case basis. If an individual is found to have breached the Safe Space Policy they may face one or more of the following actions, at the discretion of Students’ Association staff or the meeting facilitator:

- Verbal Warning
- Request for an Acknowledgement of Wrong-doing and Apology
- Removal from Venue

Incidents may also be referred for investigation under the Students’ Association’s Disciplinary Procedure or the University’s Disciplinary Procedure.

If you would like to report an incident to the Police, you can access support and advice (including information on Third-Party Reporting) through the Advice Place, the Students’ Association’s impartial and confidential advice service.
2. Accountability

Vice President Education: Bobi Archer

For meeting of 22/03/2018

Summary

It’s the last Student Council of the academic year, next year’s Sabbatical Officers have been elected and so there’s no better time for reflection. My report is going to be a little different this time, as I’d like to illustrate the projects I’ve worked on throughout my tenure and inform you of what progress has been made and where we’re currently at. Of course, it’s not over yet and I’ll be fully dedicated to making further change over the next few months but I’d like to take this opportunity to emphasize that it’s been an absolute pleasure to work with so many representatives and students.

My main three priorities upon being elected:

Joint-degree Programme Review

<table>
<thead>
<tr>
<th>Summary</th>
<th>There are 14% of students on joint-degree programmes within the University and they consistently express their dissatisfaction with the structures and support that it’s in place for them. This year I made it one of my key three priorities to ensure that these programmes are reviewed and that adequate support is put in place to ensure that students can attain their full potential.</th>
</tr>
</thead>
</table>
| Achieved | • I’ve produced a report with Sabine Rolle, the Dean of CAHSS within my tenure, outlining all of the issues for students on joint-degree programmes. This list consists of (by no means an exhaustive list but through student reports, survey data and consulting staff this is the beginning of our mapping out process):  

1. Clashes in compulsory courses |
2. Clashes in coursework/take home exams/dissertation deadlines
3. Lack of communication between the two partnering Schools
4. Limitations in curriculum design, depending on the options for elective courses
5. Difficulties in gaining academic guidance/advice
6. Inconsistent communications of deadline extensions and special circumstances
7. Limited student support in the latter half of the programme title
8. Can feel to be a greater workload and more effort
9. The difficulties of back to back lectures, with the pressures of travelling between campus’
10. Lack of community and sense of belonging

- Lobbied the Senate Learning and Teaching Committee to develop a working group which will review joint-degree programmes. The University has committed to reducing the number of joint-degree programmes it offers and to strengthen the structures and support that’s in place. Students will also be given the opportunity to “create their own degree” and select their graduating title depending on the credits they’ve taken, so no opportunities will be removed for students.
- Inclusion within Teaching Programme Reviews (TPR’s). They now have a component that looks specifically at joint-degree programmes, as appose to the individual subject areas in isolation
- Remodeled the Student Representation system so that students are represented at programme level, which is inclusive of students on joint-degree programmes

Reducing the Pressures of Semester 1
Summary

The Semester 1 revision period is much shorter than Semester 2, with students having between 3-7 days to prepare depending on how the academic year falls. A student may be required to prepare for 60 credits worth of examination in this time, equating to a quarter of their degree classification and thus students can face high pressure. Therefore, I produced a paper to outline some ways in which the University can reduce some of this pressure from students.

Achieved

- Senate Learning and Teaching Committee endorsed my paper regarding the following implementations;
  1. Week 11 to be free of new examinable material
  2. Week 6 or Mental Health Wellbeing week to be free of regular (weekly) assignments
  3. All courses to provide a previous exam or template if adjustments have been made
- College Learning and Teaching Committee’s also endorsed these policies and will be discussing with Schools how this can be implemented in practice for future academic years

Remodeling Student Representation

Summary

As a full-time student, I was both a Class and School Representative and often found it difficult to engage and communicate with fellow reps and students, thus as Vice President Education it was my top priority to improve communications. However, when I came into the role I realized how inconsistent and adhoc the class representation system was in each School so my priority changed to defining the structures in place to allow for coherent communications.

Programme-level representation was chosen as the preferred method as it allowed students to enter a dialogue that contributed to their whole student
experience and not just an individual course or tutorial. This provides representatives with the most knowledge and power to enact change within their local constituencies.

This also improves joint-degree programme representation as there will now be allocated spaces for these students and the right committee’s for them to discuss their student experience. Additionally, the overall system will take us from ~ 2,800 reps to ~ 1,200 which will allow the Students’ Association to develop the support it offers students within these roles.

Achieved

- 9 schools worked with the Programme Representation model this year, with two new schools adopting for the 2017/18 academic year (Business and Veterinary Studies)
- 7 schools are currently mapping and strategizing how this will look within their schools, with plans to implement the system for 2018/19
- Schools must provide a report of their system to the Senior University Management to outline their preference for future
- Schools will be requested to assign a member of staff to act as the key liaison and support the representatives
- Developed communications to recruit representatives through application or elections, as oppose to nominating yourself in class
- Lobbied the University to invest £10,000 for an online platform to investigate LEARN as a platform for discussion and feedback – a hub for representatives and students to engage
- The Students’ Association will be investing into in-person training which will be tailored to each school. This will be delivered to approx. 900 students for 2018/19 with a phased plan to train all Programme Reps in-person by 2020/21
- The Students’ Association will be developing its online training and ensuring it’s more interactive and accessible

To finish

- Present a paper to the final Senate Learning Teaching Committee on the 23rd of May to ask for the implementation of a University-wide
Other

Lecture Recording Policy

The University invested into Echo360, a new lecture capture platform which enables staff to record lectures across the University for 2017/18. The University did not however have a policy in place to decide how the equipment was utilized and was left for individual lecturers to decide, which has led to adhoc recordings with some schools deciding not to use it altogether. In my tenure I’ve lobbied the University to implement an opt-out policy, as appose to opt-in which will mean that lecture recordings will be “the norm” and recorded university-wide unless there are extreme circumstances discussed with the Head of School to opt-out. This was open for consultation in February and a decision will be made by Senate Learning Teaching on the 23rd of May for the 2018/19 academic year.

Diversifying the Curriculum

I’ve worked with the Black Minority Ethics Officers, Diva to produce a report which outlines Edinburgh’s black attainment gap and the initiatives of LiberatEd. From this, we have been lobbying the University to expand on this initiative and to put university-wide policy in place to diversify the curriculum; by developing readings lists, creating new courses and ensuring that students feel represented and included. In light of this lobbying the University has tasked a working group to diversify the curriculum to look at its pedagogy and practices, with the intention to implement university-wide policy and school specific initiatives when it reports to Senate in January 2019.

Kings Buildings and Easter Bush

Having studied on a satellite campus, a large part of my manifesto was to provide more outreach and inclusion for students outwit the George Square area. Together with the Sabbatical Officers we organized “Sabbs on Tour” where I led outreach and feedback sessions
at Easter Bush, as well as attending their School Councils and Events (I was a particular fan of the white coat inauguration ceremony).

To ensure that good communications are kept between the next Vice President Education and the College of Science and Engineering School Reps I’ve developed the CSE School Forum. This meeting is held between myself, the reps and the Deans of the College to ensure that there is a platform to discuss issues and ideas together. I’ve also set up a working group within the Students’ Association and hosted focus groups to look at the organizations strategy in regards to the provision and outreach for students on the Kings Buildings campus moving forward. On the back of this, the organization has arranged for the Alpacas to re-visit!

I’ve been involved in the Kings Buildings Nucleus, which is a major £30million development to the center of the campus. They’re quite far into the planning rounds and had not asked for student input and therefore I’ve lobbied the University for a Student Consultation, to ensure that student’s perspectives are incorporated into the plans and that it meets their demands and needs.

**Postgraduate Working Hours Cap**

Students working as tutors and demonstrators could only work at the University for 6 hours fixed cap per week. Following the work set up from my predecessor Patrick Garrett, I worked with the University to increase this to a 9 hour average cap with immediate effect to the 2017/18 cohort. Although this was an increase, there were still mixed communications regarding the existence of the cap and with the support of Fabio, the PGR Representative I lobbied the University to create a page on their website which outlined all of the information and included a set of FAQ’s. In addition, I’m continuing to lobby the University to notify all potential applications of this cap and to include it within their offer letters.

**Student Partnership Agreement**

Together with the University we developed the first ever Student Partnership Agreement. This is an agreed set of principles and priorities between the two organizations, of which the University invested £7,500 for student-staff collaborated projects. The Agreement funded 11 projects and received over 20 applications, which will be reviewed to see how they can have further benefit to students in the future years.

The themes for this year were; Academic Support, Student Voice and Mental Health and Wellbeing, which will be reviewed by the Vice President Education on an annual basis.

**Industrial Action**
A large proportion of my role in Semester 2 was dedicated to the support of the UCU industrial action, as well as lobbying the University for student’s rights and to ensure that this did not have a negative impact on their academic standing. So what has this looked like behind the scenes?

1. Meeting with the UCU on a weekly basis to keep updated of the industrial action and negotiations. This was also an opportunity for us to discuss student requests with the strikers, e.g. not picketing the main library
2. Ensuring that communications to students are relevant and efficient by releasing a news article and providing a set of FAQ’s
3. Updating the Edinburgh Students in Solidarity Facebook page on a daily basis (social media is actually v demanding) to keep students in the loop and motivated
4. Arranged film screenings and room bookings for both students and striking staff to come together in solidarity and host teach-ins
5. Meeting with the University on a weekly basis to ensure that students’ academic standing is not affected and that they are able to graduate with a degree that reflects their intellect and dedication

Funding for Student Nurses

The Scotland Awards Agency for Scotland (SAAS) does not currently collect data that they provide to Universities so that they can means-assess students and award them bursaries. As a result, this has led to a large discrepancy over the funding for Scottish nurses in comparison to English, even though they receive the same NHS bursary. In addition, Scottish students (from an SIMD20, widening participation background) studying any other degree programme are eligible for a £3,000 bursary, creating further discrepancies for this cohort. I’ve been lobbying the University to allocate funding, which they are trying to collect from Alumni. In addition, I’ve also passed a motion to present at NUS Scotland Conference for them to lobby SAAS to collect this data and increase the discretionary fund for student nurses.

VP Welfare: Esther Dominy

For meeting of 22/03/2018

Summary
This report summarises my progress on the main projects I’ve been working on. To provide a bit of introduction, my three main objectives are around improving mental health support, preventing sexual violence and harassment and continuing work to improve students’ day to day experiences, including facilities for parents and carers.

### Special Circumstances

<table>
<thead>
<tr>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Council has previously passed policy around improving the University’s Special Circumstances and Extensions policies to make them more accessible – including to student parents and carers – and improving this system is one of my priorities for the year. The University is currently looking at how to improve the process of applying for Special Circumstances and Extensions to make it easier to use, fairer and more consistent and I am also working to make changes to academic policies for Special Circumstances and Extensions, amending them to cover a broader range of circumstances with more appropriate evidence requirements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Developed proposals and attended Curriculum and Student Progression Committee (CSPC) alongside VP Education to support various changes to Special Circumstances and Extensions policies. The following approved changes will be implemented for the 2018/19 academic year:</td>
</tr>
<tr>
<td>o Addition of non-routine parental and caring responsibilities to Extensions and Special Circs policies</td>
</tr>
<tr>
<td>o Addition of exceptional/unanticipated employment commitments to the Extensions policy</td>
</tr>
<tr>
<td>o Addition of ‘experience of sexual assault or harassment’ to Special Circs and Extensions policies and change to evidence requirements to give greater weight to statements given by staff members who have received disclosures. This will be followed by a further amendment to add other forms of harassment and bullying.</td>
</tr>
</tbody>
</table>

Edinburgh University Students’ Association is a charity [SC015800] and a company limited by guarantee [SC429897] registered in Scotland. Registered Office: Potterrow, 5/2 Bristo Square, Edinburgh, EH8 9AL
I have continued to input into a project that will make changes to the process for applying for Special Circumstances and Extensions.

- Changes that are likely to go ahead include: more regular Special Circumstances committees to allow quicker responses to applications, the ability to make an application and have it accepted pending evidence, more standardised and reliable processes for approving applications and removing the supporting evidence requirement for all Extensions up to 7 days. This should be implemented for 2018/19.

- There has been a delay in this work and some changes have been made to the original proposal (although these should not affect the details above). Myself, the VP Education and President have continued to meet with the project team to ensure students’ concerns are addressed.

- I am also looking for ways to feed into the group developing the guidance and policy that will ultimately accompany a new process, as this will have an impact on how it works in practice.

- I have been comparing the information given to students in different Schools to understand the range of ways Special Circumstances and Extensions (as well as support services like the Student Counselling Service and Student Disability Service) are communicated. Ideally, I would like to see a ‘template’ of appropriate advice/guidance that is included in all documents on this type and am looking at how to do this.

Next Steps

- Continue to be involved in the process of developing a new system for Special Circs and Extensions to make sure student feedback has been taken on board by the time changes are introduced.
Continuing to lobby for comprehensive training and guidance to accompany the new process for Special Circs and Extensions, to ensure that decisions made will be fair.

Working with the University to explore options for providing template wording around Special Circs/Extensions.

**Sexual violence and harassment policy**

**Summary**
I have been working to improve the University’s response to sexual violence and harassment. This includes looking at the policies and processes in place for students who choose to make a disclosure or report to the University.

**Actions**
- The University has now agreed (although not yet formally approved) the creation of a task force on sexual violence and harassment to take responsibility for this work – #EUSAWINS!

  This group will include student representation, the Advice Place, academics with relevant expertise and other University staff. It will oversee many of the areas of work I describe below and ultimately ensure implementation of changes. I intend to push for subgroups of this group to focus on the following:

  - Reporting procedures (University complaints, investigations under the Code of Student Conduct and HR investigations)
  - Communications (No One Asks For It campaign)
  - Training (for staff on receiving disclosures and for students on range of topics)
  - Student support (creation of ‘liaison officer’ staff role to act as a designated point of contact for students; also addressing issues like counselling support and how academic policies like Special Circumstances and Authorised Interruptions of Study work for students).
• I have worked with University and Advice Place staff to map out University policies for reporting and where problems occur. Now that the mapping process has concluded, I have started to plan meetings with external stakeholders (including Rape Crisis organisations) and students with experience of reporting to the University to gather more feedback.

• I have compiled and am continuing to update a paper to outline our key concerns and priorities for what should change. I have also met with the University Secretary to communicate issues specifically with HR investigations (in cases where the accused person is a staff member) and how this process should be improved for students.

• Myself and our Women’s Officer, Kathryn Pearson, have organised a consultation event for students who have direct experience of University reporting procedures to provide feedback. I have also met with students and University representatives to allow students to communicate their concerns directly.

• Met with Edinburgh Rape Crisis Centre (ERCC) alongside Advice Place staff to discuss how we can best work together and how they can input into the work around reporting procedures and support for students.

• I have been lobbying for changes to the University’s complaints form – this is currently the only way to report sexual violence or harassment to the University and is not suitable. Myself and the Advice Place have communicated changes to be made and I have followed this up with relevant Uni staff.

• I have promoted opportunities to feed into research being carried out by the National Union of Students (NUS) Women’s Campaign into staff-student sexual misconduct. I have also been pushing for the introduction of a staff-student relationships policy that outlines acceptable conduct and
boundaries – I am awaiting a draft version of this policy to provide feedback.

- The University has bought online training for staff on how to respond to disclosures. The Students’ Association has access to this and it has been circulated to our staff in relevant positions.
- I am reviewing the Students’ Association’s Zero Tolerance approach – this outlines the operational procedure for if a student makes a complaint of sexual harassment in our venues. We are currently looking at developing our communications around this so that students are aware of what to do if they experience harassment, including making more information available on our website, providing a blurb for all events we run and introducing more visible advertising in venues.
- I helped secure money from Student Council to fund a supply of the Edinburgh Rape Crisis Centre (ERCC) survivors’ booklet. There have been delays printing the booklets, but once we have them they will be circulated to the Advice Place, Student Counselling Service, and other places for students to access them. We will also promote the online version of the booklet through our channels. A bonus is that the booklets have been cheaper to produce than expected, so we’ll receive 200!

Next Steps

- Planning meetings with a wider group of stakeholders (including external organisations, students with experience of reporting to the University) to seek feedback on current reporting mechanisms and University support.
- Developing communications around the Student’s Association’s Zero Tolerance approach in venues.
- Working with Kathryn to review the results of the consultation with students on reporting procedures and use this to inform the changes we push for.
Continuing to push for changes to be made throughout the University based on the issues identified during the mapping process (including staff training, reporting mechanisms, etc.)

### No One Asks For It and bystander training

#### Summary
In 2016 No One Asks For It was launched as a joint campaign between the Students’ Association, the University and the Sports Union. We’re now looking to develop and launch a new campaign for September 2018, with a focus on survivor support alongside prevention and education and with more opportunities for student involvement. We are also looking at expanding the training available at the University on bystander intervention.

#### Actions
- Attended a student consultation meeting run by Kathryn Pearson, our Women’s Officer, and Sexpression to gather feedback on No One Asks For It and examples of other campaigns. This feedback was written up and will be used to develop the next campaign.
- Met with representatives of other Edinburgh universities to discuss region-wide cooperation with campaigns. This is unlikely to develop into a single campaign, but was a useful opportunity to share experiences and learn from others.
- Kathryn and I presented our proposal for a new campaign to the University. It was agreed we would move forward with developing a new University-wide campaign for September 2018. This will be designed in-house by the Students’ Association with student consultation on the design, message, etc.
- Training will now be delivered for around 600 student leaders in bystander intervention this September and I have fed in our priorities for what form this training should take (both for
this September as well as larger-scale training in the future). It has been confirmed we will have the opportunity to provide feedback on the content of training to ensure it is comprehensive and appropriate.

Next Steps

- Working with Kathryn to use the feedback gathered from students as a basis for developing a new campaign over the coming months.
- Now that we have agreed the overall approach for developing a new campaign, we can begin to plan the specifics, including developing a brief and recruiting students to consult on the campaign.
- Working with providers of the bystander training due to be delivered in September to provide input on what we think the training should cover and how it should be delivered.

Thematic Review of Support for Mature Students and Student Parents and Carers

Summary

Last year, the University committed to conducting a Thematic Review into support for mature students and student parents and carers. This will take place over semester 2 and will involve consultation with students to identify recommendations for improvements.

Actions

- Attended the first meeting of the Thematic Review, where I raised issues affecting mature students and student parents and carers, including library access, childcare, data collection, information/guidance, academic policies and changing facilities among other issues.
- Successfully lobbied for the Students’ Association reps for Parents, Carers and Mature Students to be invited to sit on
the panel conducting the review. The next meeting of the review will take place with our reps in March (postponed from late February)
- Worked to secure further opportunities for students to feed in through focus groups and interviews – these will take place in late March.

<table>
<thead>
<tr>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continuing to shape the outcomes of the review alongside our reps for Parents, Carers and Mature Students by feeding in students’ concerns.</td>
</tr>
<tr>
<td>• Promoting focus groups and interviews.</td>
</tr>
</tbody>
</table>

### Other

- In March I will be attending NUS UK and NUS Scotland conferences as part of our delegation and in April I will be attending NUS UK Women’s Conference. This involves electing the leadership of NUS UK, NUS Scotland and the NUS UK Women’s Campaign for the coming year as well as voting on policy.
- Myself and the other Sabbatical Officers attended a University Strategy Away Day with the new Principal and University senior management to provide a student perspective and influence the priorities of the new Principal.
- Elections are now over and your Sabbatical Officers for 2018/19 have now been elected! I even got to do some announcing on stage, the best part of the job so far.
- Myself and the other Sabbatical Officers have been continuing to show our support for the UCU strike, through morning coffee runs, film screenings and more.
- Myself, the President and VP Community, our Disabled Students’ Officer Chloë Marvin and Judith Drake have been involved in discussions around the University’s plans for a new Wellbeing Centre at 7 Bristo Square. We pushed for more space for the Student Counselling Service and Student Disability Service and I’m pleased to say the plan has been approved with additional funding for several more rooms!
- I am involved in preliminary conversations around Mental Health Peer Support and am working with Students’ Association and University staff to develop ideas for a pilot scheme to run later this year.
I am beginning to plan for Mental Health and Wellbeing Week 2018 and have started conversations with the University around support and funding.

I met with Lindsay Moffat, our Student Parents Rep, and the VP Activities and Services to explore options for a child-friendly space in Teviot and identify an appropriate space.

VP Community: Oliver Glick

For meeting of 22/03/2018

Summary

Strikes and snow, elections and myself taking a week off have meant I have less to update you on than previous months! But I have kept some big projects ticking over.

As it’s the last council I thought I’d highlight some great wins I and student groups/other sabs together got this year

Housing

<table>
<thead>
<tr>
<th>Summary</th>
<th>affordable housing, more co-ops, better tenant’s rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions</td>
<td>• A Particular postgrad halls possibility was shown to myself and paddy. We researched alternate financial models that work, and said we would only support it with a higher proportion of affordable beds, compared to what the uni was planning.</td>
</tr>
<tr>
<td></td>
<td>• I met with the planning convener of Edinburgh council, and had a constructive chat about changing high level rules on private housing, and possible changes</td>
</tr>
</tbody>
</table>
Patrick and I attended a huge estates committee meeting (4 hours!) and put strong student needs in the conversation. As well as this, there were positive developments in regards to potential co op

- The advice place used some campaign budget to reprint our tenants’ rights and advice booklets, to give to more folks!

Next Steps

- Keep fighting the good fight

Achievements this year (Sabs/students/student groups)

- Secured a long term residential strategy, and ensured co ops, improved affordable bed provision, and social integration were included
- Successfully lobbied to freeze accommodation prices in halls for a year, for the affordable bed category, and ensured price rise on other beds was as minimal as possible
- Ensured several new accommodation building plans contained an increased amount of affordable beds than initially planned
- Secured the funding for a food waste position-Georgia is currently working on our redistribution pilot, hopefully launching soon!
- We secured agreement from the uni on jointly introducing a reverse ‘tax’ on reusable coffee cups, and the provision to give away keep cups to students next year (thanks to Buchanan institute)
- We helped pass approval for plans for a widespread water fountain project across the campuses, with a view to greatly reducing bottled water reliance in future
- Full divestment!! (thanks to People and Planet)
- We have got to a good stage of a development which will hopefully become a co-op.
- We secured an extra 9 rooms for student counselling in a new health and wellbeing center
- Ensured that the new ‘naming rights’ board, which allocates large buildings name changes, like the Gordon Aikmen lecture theatre, has student representation on it
- Ensured the norm is for large building projects to always have student representation on them
- Helped change the 4 year transport strategy to include accessibility provision, and an onus on cycling
Vice President Activities & Services: Kai O’Doherty

Summary

This is the final Student Council report for the year (but I’ll be back next year, as VP Welfare, yay!), so I wanted to make this report more of a year summary - of what’s been achieved or still to happen in terms of Activities, Services, and other projects! The past month I’ve focused work on UCU support, maintain current projects, and being on Annual Leave for the election period!

Key Projects & Progress: Activities

<table>
<thead>
<tr>
<th>Summary</th>
<th>Activities covers the service the Students’ Association offers to societies, volunteering groups, social enterprise, and other personal development opportunities for our members. I’ve focused on widening participation in extra-curricular activities, and encourage inter-society collaboration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions</td>
<td>- Sports &amp; Activities Participation Grant: we administered two rounds of grants to lower income students to subsidize costs of engagement in extra-curriculars. I successfully lobbied to increase this grants to £25k for the next 3 years!</td>
</tr>
<tr>
<td></td>
<td>- Skill Swap Platform: this online platform for societies to exchange skills and knowledge has been launched, and will be evaluated</td>
</tr>
</tbody>
</table>
• International Student Centre: I’ve worked with the ISC all year to support them in their bids with the University, to find temporary space, and strategic future
• Activities Executive: as the Chair, I’ve worked with the Activities Reps to pursue their own objectives, and support their other duties
• How To Guides: these guides, intended to be by and for societies, are still in the works!
• Sports Union Collaboration: our relationship with the Sports Union has only strengthened this year, as I meet with them regularly, seeing our activities as intertwined

Next Steps
• Follow-up interviews and evaluation of Participation Grant recipients this year; this data is crucial for further funding from the University
• I’ll conduct evaluations of the Skill Swap platform, and the new Activities Executive structure

Key Projects & Progress: Services

Summary
‘Services’ covers the commercial services run by the Students’ Association, including bars, catering, retail, events, conferences, estates/buildings and more. My service-related objectives have largely centred on greater inclusivity, and making our services more sustainable.

Actions
• Gender-neutral toilets: a successful campaign, aided by a ‘toilet squad’ of students, to identify convertible single-stall toilets across campus, and include the provision of gender-neutral toilets in future builds by the University
• CRUSH: helped organize the first monthly LGBT+ club night in Teviot! This will continue next year, with better structured organization.
### Key Projects & Progress: Everything Else!

#### Next Steps

- **Reduction of Plastics:** following a Student Council motion to reduce the use of disposable plastics in our outlets, I’ll be meeting with interested parties to discuss the most efficient strategies on this.
- **Smoke-Free Policy:** research into best practice has concluded, and a draft policy will be written, following a Student Council motion. The University will be reviewing their policy next year, and we will feed into that.
- **Parents’ Space:** VP Welfare and myself are working with the Parents’ Rep to finalize the most suitable space and needed equipment for a child-friendly space in Teviot.

---

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Food Waste:</strong> VP Community and I lobbied for funds to hire a Food Waste Intern, who has evaluated our food waste, and is piloting a foodshare programme in our catering services, with a view to expanding this to University catering.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Student Centre planning:</strong> as the primary student representative on the Student Centre project, I attend regular architectural meetings to ensure the design/direction of the building has consultation (see: Nov consultation) and remains in line with our values.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Meat-Free Mondays:</strong> re-introduced MFM in Teviot, with help from VegSoc. There’s still more to be done in expanding our veg options, but this is a start!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reusable Coffee Cups:</strong> worked with the VP Community to secure £20k to pilot a project next year, where a ‘latte levy’ with reverse pricing to incentivize reusable cup use, paired with free Keep Cup giveaways.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Divinity, Rainy Hall catering:</strong> at the request of the UG School Rep, secured a card payment machine at this venue, costing £5k due to wiring and technical needs (it’s an old building!)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Summary

There are a whole bunch of other projects that don’t squarely fall into Activities or Services necessarily, but that I’ve worked hard on this year too!

## Actions

- **UCU Student Solidarity:** following the Student Council motion’s vibrant support of the motion to support the UCU strike, I’ve coordinated significant student action, including the Festival of Solidarity, film screenings, social/physical media, coffee to picketers, etc. This has taken up much of my time following Feb’s Council.

- **Anti-Expansion work:** the whole Sabbatical Team has continued to echo students’ opposition to the University’s expansion within our remits, and overall. We have seen this discourse taken up by students and University staff alike, and consider this is win! Let’s keep the pressure on!

- **Representatives’ Discount:** early in the year, VP Education and I secured IDs for representatives to ensure some form of reward for their time, through giving 10% discount at our outlets. We hope this continues!

- **Postgraduate Engagement:** a deep-rooted issue indeed, the Students’ Association doesn’t support or connect with PG students as much as it should. I’ve spearheaded strategic departmental discussions on addressing this, and research & strategic planning will be implemented over the next year.

- **Transgender Awareness Training:** along with the Welfare & Equality Officer (staff member), I delivered Trans Awareness Trainings to key Students’ Association staff and the University’s Disability Service.

## Next Steps

- **UCU Solidarity work will continue through exam periods, in conjunction with the VP Education’s work to mitigate academic impact on students as much as possible.**
Postgraduate Engagement work is long-term, and will also include further input into the Old Kirk Redevelopment, planned as a hub for PG students.

Other

- I represented the Students’ Association at the NUS Scotland Conference last week.

President: Patrick Kilduff

For meeting of 22/03/2018

Summary

We have three whole months left being your team for ’17-’18 but, as it’s the last council of the year, I wanted to run through both recent and upcoming activity as well a highlight reel at the end of things done this year. I’d like to thank everyone who took part in the elections from candidates to voters for making the magic we saw; a massive congratulations to those who won and to everyone who didn’t I hope you don’t give up trying to make change happen.

I learned from Grandma that in life we must endeavor to try leave things a little better than we find them. I hope at the very least I can say that earnestly come the end of my term.

This job and working with the incredible team, astounding staff and amazing students has been a singular privilege so the only thing I really need to say is:

Thank you.

More Affordable Travel Plans
This has been a project I have been keen to develop alongside the VP Community. The University currently has a very limited and patchwork approach to travel to all campuses with the Medic’s bus and KB Shuttle being flagship trouble areas. In the earlier half of the year it felt very much like we were wading through treacle trying to get anywhere with actualizing proper help for students across campuses with our travel needs; especially in relation to buses.

This is a critical problem faced by many students on non-Central based campuses and students who cannot afford to live centrally; I also see this in the long-run as a problem that will be faced by a growing number of students as spatial pressures in central area force more and more students to live outwith the city centre.

The new Principal has stated he is keen to see develop this area of University policy and as such I see this as an opportune time to reignite conversations around this. We have begun to finalise the development of several options to try tackle this and hope to achieve positive change in this regard in the coming months.

**Actions**

- Development stage of a multitude of policy options to present the University with.
- We have made the decision to make sure the event has as good an attendance as possible, so students do not have to cross picket lines to attend whilst maintaining our drive to ensure our voice is key to shaping the Principal’s vision as early as possible.

**Next Steps**

- Continue to raise this as a matter of priority with the Uni transport department and wider departments of the University.
## Residential Strategy

### Summary

Working alongside the VP Community we have been working for most of the year with the University Estates department to develop a long-term Residential Strategy. In doing so we have lobbied hard for significantly more affordable accommodation (*More 'Band 1' and 'Band 2' beds*) and more variety in types of accommodation (Co-ops).

As part of this we have secured a guarantee that there will no longer be disparity between undergraduate and postgraduate definitions of affordability and price-bANDING as had previously been the case.

We have lobbied hard to ensure affordability is at the heart of the strategy going forward and will see the first draft of this strategy in the near future.

Naturally we intend to try integrating considerations regarding transport alongside this strategy.

### Actions

- Spent the last year with the VP Community in many meetings discussing and feeding in to the formation of the strategy and lobbying for considerable increases in availability of affordable accommodation.

### Next Steps

- Agree finalization of the document with the University Estates people and pass it through Estates Committee to become University policy.
Principals Town Hall + Awards Season

**Summary**

A reminder because we want as many people as possible to make it to the event! We’re hosting a Town Hall meeting with the new Principal, at McEwan Hall on the 28th of March 6-8PM, to ensure students can both influence Peter as he forms his strategic priorities for the University and hold the Uni leadership to account. Questions will be able to be asked both on the night and via an online submission form shortly available from the Students’ Association if you would prefer.

We are currently not anticipating this being affected by the strikes but will maintain ensure immediate communication if this becomes a reality.

It’s also Students’ Association awards season for Activities, Impact and Teaching. Keep an eye out for the events and celebrate the winners!

**Now That’s What I Call PRESIDENT 2017(-18):**

- Successfully lobbied for the renaming of the George Square Lecture Theatre after the inspiring Gordon Aikman
- Worked with the VP Community to secure a price freeze for all Band 1 (Cheapest 1,000) beds of University accommodation and a real term price cut for every bed across the Uni.
- Worked with the VP Activities to achieve an increase in the Participation Grant from £10k to £25k and secure stable funding for the next three years.
- Achieved an enhanced investment in the 7 Bristo Square development (*Preliminarily referred to as the new Health and Wellbeing Centre*) of £800k creating nine more spaces for counselling rooms.
- Finally got second terms for Sabbatical Officers through University Court and Senate.
- £1 Trial bus fare from King’s Buildings past 6PM
- Managed to work with the Sab team to develop a Sab outreach program for the first time.
- Free Birthday Big Cheese for people’s birthdays!
- Alongside the VP Community revised the KB Bus timetable to a more appropriately fit with student timetables, got an extra morning bus.
- Gave evidence to Parliament about free speech at University and appeared on the Victoria Derbyshire programme on the same topic.
- Agreed a change in Estates protocols to ensure a student on every project board.
- On the panel selecting the new head of the College of Medicine of Veterinary Medicine.
- Study space tracking firmly on the agenda for the University in the next two years.

3. Motions

i. Material Support for Trans/Non-Binary Students (expenditure request)
   Paper B

What we will do:

1. Use £1,500 of the Student Council budget to establish a Gender Empowerment Fund, administered by the Students’ Association, which trans/non-binary students (self-identified) can use to have gender empowerment items purchased for them.
2. Set up an online form whereby students can submit orders for gender empowerment items, including chest binders, breast forms, gaffs, packers, and similar products, within reasonable prices.
3. Order the requested items at regular intervals, until all funds have been used.
4. Store these items at the Advice Place, in both George Square and KB House, for pick-up during their opening hours as appropriate.

Background to this:

1. Transgender/non-binary people can often experience dysphoria and other social anxieties, usually due to a sense of incongruence between their own gender identity and the way their physical appearance is interpreted. Gender empowerment items can serve to reduce this dysphoria/anxiety, by altering physical appearance. 2. Trans people, compared to their cisgender counterparts, are disproportionately affected by poor mental health, un/underemployment, low income and harassment. This is often linked to transphobia based on physical appearance. ("Transgender FAQ," GLAAD, April 14, 2017, accessed March 12, 2018, https://www.glaad.org/transgender/transfaq.)
2. Gender-empowering items, such as chest binders, breast forms, gaffs, packers, and similar products can be costly for trans/non-binary students to access (costing between £50-£150 depending on the item) 4. I can be difficult for trans/non-binary students to order or buy these items if they are not ‘out’.

5. The Students’ Association already provides free sanitary products and safer-sex items by recognizing this are necessary items that people should have free access to for their own safety and comfort. Gender empowerment items also fit this description.

6. This is the final Student Council, and funds cannot roll over to the subsequent year, and should instead go towards student welfare.

Beliefs and motivating actions:

1. The Students’ Association has a duty to support the safety of its students, especially those who are in a marginalized (or Liberation) group, of which trans/non-binary students are a part.

2. Trans and non-binary students often need material support to help them through numerous internal and external pressures of living in a transphobic world – it’s a matter of safety and welfare to be able to provide this for trans/non-binary students.

3. Although a one-time pot of money, this could make a huge difference for trans/non-binary students at the University of Edinburgh right now!

Submitted by Association Executive

ii. Supporting the Scottish Irish Abortion Rights Campaign (expenditure request) Paper C

What we will do:

1. Pay £200 towards the costs of flyers and posters from the Scottish Irish Abortion Rights Campaign, which address the stigma around abortion and alert University of Edinburgh students to the situation in Ireland.

2. In line with the Students’ Association’s pro-choice position, affirm our support for the Repeal movement and the decriminalisation of abortion in Northern Ireland and the Republic of Ireland.

3. Raise awareness among the University of Edinburgh student population about the abortion referendum in the Republic of Ireland, encouraging University of Edinburgh Irish students to use their vote and ensure they are enfranchised and registered.

Background to this:
1. Student Council has previously passed policy affirming Edinburgh University Students’ Association’s pro-choice position, recognising the impact of this issue on students and outlining our commitment to supporting campaigns which seek to improve access to abortion. This motion was voted on by 126 students and passed with 96.7% votes in favour.

2. In both the Republic of Ireland and Northern Ireland, abortion is illegal in almost every circumstance. For citizens of the Republic of Ireland and UK citizens in Northern Ireland, anyone who wants or needs a termination must travel to Great Britain (usually England, as the infrastructure in Scotland means it is extremely difficult to access this service).

3. In the Republic of Ireland, a referendum on the topic is due to be held at the end of May and Irish students living in Scotland are eligible to go home to vote. This is particularly important as no one of a reproductive age in Ireland has had the opportunity to vote on this issue in their lifetime.

4. As of the 2015/16 academic year, there were 265 students from the Republic of Ireland studying at the University of Edinburgh (HESA 2016), highlighting why this is a Students’ Association issue.

5. Approximately 12,000 abortions take place in Scotland every year, however minimal conversation about abortion and perceived stigma and shame around the topic means there is a lack of knowledge among students in Scotland of how to access this healthcare provision and what is actually involved in doing so.

6. Increasing students' awareness of access to abortion both in Scotland and their home country can have a significantly positive impact on their wellbeing and health if they find themselves in what can be a distressing circumstance, especially for those far from home or unfamiliar with the healthcare system and services in Scotland.

Beliefs and motivating actions:

1. This referendum could mark a critical shift in the reproductive rights of citizens of the Republic of Ireland, and in line with the Students’ Association’s pro-choice stance, it is crucial to support the Repeal movement.

2. It is important to raise awareness of this among the University of Edinburgh student population, encouraging Irish students to use their vote and ensure they are enfranchised and registered.

3. We will ensure that material provided will use LGBT+ inclusive language, highlighting that it is not just women who are able to get pregnant, but also Trans men and non-binary people.

4. The Scottish Irish Abortion Rights Campaign do great work and it is beneficial if we support and collaborate with them on this issue.

Submitted with 20 Student signatures.
iii. **UCU Strike Solidarity (expenditure request)**

**Paper D**

**What we will do:**

1. Set aside £1,500 for practical strike solidarity by students such as printing flyers, making badges, banners, t-shirts, running events, teach-outs and workshops, sponsored posts on Facebook, and distributing refreshments to picket lines.

**Background to this:**

1. A motion in support of the UCU strike passed overwhelmingly at the last Student Council in February 2018
2. There is over £3,000 of unallocated funds which remains at the disposal of Student Council to support worthy campaigns and causes
3. The strike has broad and popular student support, including from EUSA, and has inspired occupations around the country.

**Beliefs and motivating actions:**

1. Student solidarity would be much more effective if we had a fund to draw upon
2. Our staff deserve a decent retirement, and that their working conditions are our learning conditions
3. It isn’t a good precedent to continually leave Student Council funds unspent each year as it could be used as a pretext to reduce the budget in future
4. It is in the interests of students that the strikers win their demands, and that we should help them win the strike decisively

Submitted with 20 Student signatures.

iv. **Allow all members to contribute to the running of their societies**

**Paper E**

**Students’ Association note for information:** The University of Edinburgh’s Code of Practice relating to Edinburgh University Students’ Association states that “Any student not in membership* of the Students’ Association is not entitled: (a) To participate in the government of the Students’ Association and, in particular, to propose or vote in referenda, attend meetings, stand or vote in the election of Students’ Association Officers, Students’ Council, Standing Committees and Representative Committees, or play any part in any other...
comparable bodies that may be established. (b) To hold office in any Students’ Association Committee or Society. (c) To benefit from any concessionary rates for membership of Societies, or for attendance at entertainments events, that may be offered exclusively to Students’ Association members.

The society constitution template is approved by Activities Executive and adheres to this University code. The Student Council does not have the power to change the society constitution template or to overrule the University code.

*Members of the Students’ Association must be matriculated students at the University of Edinburgh.

What we will do:

1. Lobby Edinburgh University Students’ Association (EUSA) Activities Executive to change Activities policy to allow all members to contribute to the running of their societies through voting in General Meetings and standing for non-executive committee positions.
2. Lobby EUSA to change the compulsory clauses in the society constitution template as follows:
   a) Amend 4.1.b from “Any full student member of the Society shall be entitled to sit on the Committee.” to “Any member of the Society shall be entitled to sit on the Committee.”
   b) Amend 4.1.c from “The Office Bearers must be members of the Society and a matriculated student of Edinburgh University.” to “All Office Bearers must be members of the Society.”
   c) Amend 4.10.f from “All members who are matriculated students of the University of Edinburgh shall be entitled to stand and to vote in elections.” to “All members shall be entitled to stand and to vote in elections.”
   d) Amend 4.10.d from “Only fully-matriculated students are entitled to vote at the AGM.” to “All members are entitled to vote at the AGM.”
   e) Introduce new clause 4.3.d: “The Executive Office Bearers must be members of the Society and matriculated students of the University of Edinburgh.”

Background to this:

1. EUSA have introduced a new society constitution template which clarifies their policy on non-student participation in societies, in particular allowing non Edinburgh University students and alumni to neither vote in General Meetings nor to stand for any committee positions.
2. Many societies have operated for many years under the belief that non Edinburgh University students have had the right to vote and stand for non-executive committee positions.
3. Many societies benefit greatly from non-Edinburgh University student members to help them run the wide variety of events and experiences that they offer.
4. EUSA policy already requires a minimum of 75% of the membership of each society to be Edinburgh University students.

Beliefs and motivating actions:

1. All paying members should be allowed to have a say in the direction of their societies. Creating a second class of membership is unfair, inappropriate, and detrimental to societies’ success.
2. Non Edinburgh University students committee members can and do help their societies immensely. Societies should not be blocked from recruiting willing volunteers.
3. All committee members are committed volunteers who work for the whole society; all of their contributions should be welcomed and celebrated.
4. Societies should have a say in how they choose to run themselves and should not have such damaging policy forced on them by EUSA.
5. Having students engage with the wider community is good for students so should not be discouraged.
6. Requiring that the executive office bearers and at least 75% of the membership are current students of the University of Edinburgh is sufficient to ensure that societies are student-led and run primarily in the interest of students.
7. EUSA’s purpose is to improve the student experience, so we should not have a policy which negatively impacts this as the existing policy does.

Submitted with 20 Student signatures.

v. Ensuring clearer election rules regarding society involvement

Paper F

What we will do:

1. Request that the election rules are clarified to ensure that candidates and student societies are aware of what support and resources can be granted during the campaigning period.
2. Ensure that societies are clear on the rules around endorsing candidates, and provide a required process by which societies can endorse candidates, including that:
   a. Endorsement can only be asked for once the campaigning period begins;
b. Endorsement can only occur through a committee vote with over 50% of the committee in favour of endorsing a candidate, and all candidates must be considered by the committee equally;

c. The society must inform the Students’ Association of their endorsement to ensure no rules are broken in the endorsement process.

d. Clearly state that societies and student groups are unable to provide financial assistance to campaigns in addition to the candidate’s publicity budget.

Background to this:

1. The 2018/19 elections were characterized best by the confusion regarding the lack of guidance regarding society endorsements. In the interest of ensuring all future candidates have an equal and fair chance at succeeding, rules are needed to remove these gray areas.

2. Other universities have transparent policies regarding society endorsements which help to ensure that societies are clear about what endorsement is and what they are not allowed to provide. These universities include:
   a. UCL: [http://studentsunionucl.org/election-rules#clubsand.scss](http://studentsunionucl.org/election-rules#clubsand.scss)
   b. Queen Mary’s University: [https://www.qmsu.org/elections/endorsements/](https://www.qmsu.org/elections/endorsements/)

3. If the current lack of guidance continues, this could discourage many students from running if they feel that they do not have adequate support from societies and do not know what is permissible, meaning that the Students’ Association will grow to only represent a certain subset of students over time.

Beliefs and motivating actions:

1. Elections should be won based on policies and the successfullness of a campaign, and society endorsements should be considered supplementary instead of essential to winning a campaign.

2. Students’ Association elections should be kept free from outside influences, as they are for students, by students.

3. Ensuring that all students are on a level playing field in the elections will encourage more students to run, so that the student body is accurately represented.

4. Clarifying the election rules would reduce the stress for candidates, as they would be able to run campaigns without the constant worry of the gray areas of the current rules.

Submitted with 20 Student signatures.
vi. I’m in admin hell get me out of here: Support for Liberation Officers
  **Paper G**

What we will do:

1. To mandate the Association Executive to review the support that the Students’ Association currently provides to Liberation Officers.
2. Following from this review, to mandate the Association Executive to seek to build upon existing structures and potentially create new ones to improve support for Liberation Officers.

Background to this:

1. Lots of students’ unions/associations such as UCL have full time officers for some liberation roles, indicating the high workload for a liberation officer. At Edinburgh, liberation officers work on a voluntary basis alongside their studies, however the role is still very time consuming.
2. A large part of the role is administrative tasks such as sending emails, drafting social media posts, organising logistics for events, promoting events through different channels; this is a large amount of work for officers who are also students to undertake.
3. Additional support for Liberation Officers would reduce heavy administrative role of liberation officers.

Beliefs and motivating actions:

1. The Liberation Officer role is a demanding one, often taking up several hours each week, which can be stressful and time consuming.
2. Support which would reduce some of this administrative burden would enable the officers to take on more projects throughout the year to the benefit of marginalised students and the wellbeing of the officers.
3. The more support Liberation Officers have, the better they can work for the students from marginalised groups they have been elected to represent, taking on more projects to support and engage with them.

Submitted with 20 Student signatures.

vii. Support Widening Participation
  **Paper H**
What we will do:

Lobby the University to...
1. Increase the proportion of Widening Participation (WP) student at the University
2. Give more support while WP student are here in the most important areas, such as affordable accommodation, subsidized extra-curricular access, covering unexpected course costs and affordable transport
3. Actively work to combat elitism and classism within the University’s social context
4. Make all WP students known to the University, not just UK students, developing indicators and data beyond UK scholarship receipt
5. Create and promote initiatives which support WP student success after graduating, including but not limited to access to employment and mentorship

Students’ Association to...
1. Work with the University to pursue a bolder Widening Participation strategy
2. Pursue the expansion and sustainability of the Activities & Sports Participation Grant

Background to this:

1. The University’s WP Strategy has been made, and is now at the implementation stage. It is unclear what changes the new Principal will make to it, and it is unclear what the final version will be. The student association should have its own directive regarding WP alongside the eventual strategy
2. Accommodation: currently the university offers 10 percent of its beds at a rate below £420 a month (the fee agreed by the University as the maximum for a student from a financially disadvantaged position). The price of accommodation here puts some WP students off from even applying.
3. Transport: Spatial pressures in the centre mean that students are living further and further out of city. As well as this, courses are being moved to satellite campuses. This is only going to increase the transport costs for students.
4. The Activities & Sports Participation Grant, which provides funds to UK WP student to subsidize costs to participating in societies, volunteering and sports, has had consistently high demand in excess of £15,000 every year, and data shows that Officer Bearers are less likely to be WP students. Other University, such as Bucks New University, have opted to completely cover society costs.

Beliefs and motivating actions:

1. The University of Edinburgh, like many of its peers, has historical roots in being an elite institution comprised largely of a very economically privileged population. This historical legacy has continued, and will continue without proactive strategies to counteract this inequality.
2. There is no justifiable reason why people with more economic privileges should have better access to tertiary education – University should be accessible to all.

3. The Students’ Association’s role is to push for greater equality of access to University, and life while at University, for any historically marginalized group, of which WP students are a part.

4. The universities’ substantial piece of work on WP proves they acknowledge change is needed - it is up to us to lobby them continuously to make this change as impactful as possible

Submitted by Association Executive.

viii. Supporting Student Carers

Paper I

What we will do:

2. Campaign for the university to provide bursaries for student carers.

3. Campaign for the University to better use the data it collects on the number of student carers to more effectively provide support, and to include them in its widening participation effort.

4. The University has now employed someone within their Widening Participation team to act as a named contact for student carers at the University and we would also like this person to undertake the following: administering the above bursaries and collecting data on student carers, as well as:
   a. Providing information and advice to student carers.
   b. Working with the university to ensure their policies and practices are supportive and compliant to the needs of student carers.
   c. Organising social and networking events for student carers, and ensuring Students’ Association events and societies cater to student carers are open as far as possible to them.
   d. Organising taster days or appointments for prospective carers to receive information, however, noting that a strong first step would be drop-in sessions during existing days.

5. Lobbying the university to complete the Checklist for Going higher for student carers: Recognition Award launched by the Carers trust Scotland.

6. Lobby the Scottish government, whom now have the powers over Carers’ Allowance in Scotland, and the Westminster government to make Carers’ Allowance available to students in full time education.

Background to this:
1. A carer is defined as ‘anyone who cares, unpaid, for a friend or family member who due to illness, disability, a mental health problem or an addiction cannot cope without their support.’ (Carers Trust)

2. Student carers often struggle with a different set of commitments than other students at the university, such as increased need to travel to support others, increased responsibilities to look after the person or people they are caring for and pressure to balance a caring role and academic work.

3. The documents “Time to be heard for Young Adult Carers, Bridging the Gap: Young Adult Carers in Scotland” (2015) produced by the Carers trust Scotland and “Learning with care” (2013) produced by the NUS provided more information about the demographics and issues faced by student carers at university.

4. Student carers are four times more likely to drop out of college or university than students who are not carers.

5. 39% of student carers surveyed by Carer’s trust rated their physical health as ‘just ok’ or poor’ and 45% reported mental health problems.

6. 45% of carers surveyed said that there was no-one at university who recognised them as a carer and helped them.

7. In April 2017, the ‘Going Higher for Student Carers: Recognition award’ scheme was launched by Carers trust Scotland with a checklist and guidelines for measures and services that universities can put in place to facilitate better support for student carers.

8. These measures include and highlight the above actions proposed by the previous ‘supporting student carers’ motion such as implementing a support group for carers.

9. However, actions such as including stronger widening participation measures at the university are yet to be fulfilled.

Beliefs and motivating actions:

1. Student carers with the motivation to seek opportunities in Higher education face large challenges and providing steps to break down these barriers can only be a good thing for increasing diversity among the student population.

2. Increasing diversity amongst the student population can lead to discussion and participation for people of all walks of life and can benefit the whole student body by learning from each other.

3. Care work is work, related emotional labour is labour and should be valued and subsequently rewarded as such. In our society it is the reality that care from family and friends is expected, but carers suffer negatively financially for providing this support.

4. Care work and especially unpaid care work disproportionately affects women, and as a form of labour often perceived as feminine it, and carers are further devalued by an unequal society.

Submitted with 20 Student signatures.
ix. **NUS delegation leaders and policy mandates**  

**Paper J**

**What we will do:**

1. To mandate all delegates to NUS conferences to vote in accordance with EUSA policy upon motions where EUSA has policy
2. To excuse delegates from the above mandate on motions when their election statement has adopted a contradictory policy position
3. To require that the elected NUS delegates for each conference choose from amongst themselves one to act as the Delegation Leader, who acts to look out for the welfare and safeguarding of delegates as well as ensuring clear communication for the effective operation of the delegation at conference
4. To mandate this Delegation Leader to ensure that all EUSA delegates are aware of the motions on which EUSA has policy
5. To require that The Association be represented at any compositing meetings by the delegation leader or, failing that, an individual chosen by the Association Executive

**Background to this:**

1. That previous policy requiring delegates to NUS conferences to vote in-line with EUSA policy has lapsed
2. That the role of delegation leader is largely an administrative and welfare role, looking after first time delegates and ensuring delegates are aware of and follow mandates
3. Both policy mandates and the role of delegation leader have worked exactly as intended as existing EUSA policy for the last four years, without complaint

**Beliefs and motivating actions:**

1. It is important that delegates are able to represent the views of the students who elected them
2. While delegates are elected in campus wide elections their manifestos cannot cover every possible motion likely to be brought to a conference
3. That how delegates vote and behave at conference represents the students who voted for them and therefore there should be democratic oversight over how they vote
4. That it is important that the role of Delegation Leader is carried out - it would be detrimental to delegate welfare and delegation coordination if there was no-one in a position to assist delegates in a new, confusing and potentially overwhelming environment
5. That it is important that policy mandates carried out - it would be detrimental to student-led deliberative democracy, engagement with The Association, and a total
destruction of the long-standing democratic link between Student Council and NUS conference to not advocate for our policy within NUS.

6. That we should send as many delegates as possible to NUS UK and NUS Scotland conferences to ensure that the views of our members are advocated as best they can be.

Submitted with 20 Student signatures.

AMMENDMENT

- Delete “1. To mandate all delegates to NUS conferences to vote in accordance with EUSA policy upon motions where EUSA has policy”
- Delete “2. To excuse delegates from the above mandate on motions when their election statement has adopted a contradictory policy position”
## Student Council Expenditure Tracker
### June 2017 - May 2018

<table>
<thead>
<tr>
<th>Description</th>
<th>Date approved at Student Council</th>
<th>Allocated budget</th>
<th>Spent to date</th>
<th>Remaining</th>
<th>Lead contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total at June 2017</td>
<td></td>
<td>£4,000.00</td>
<td>£4,000.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ERCC</td>
<td>26th Oct</td>
<td>£75</td>
<td>£75.00</td>
<td>£3,925.00</td>
<td>Kathryn Pearson</td>
</tr>
<tr>
<td>BAME Conference</td>
<td>25th Jan</td>
<td>£119.00</td>
<td>£119.00</td>
<td>£3,806.00</td>
<td>Diva Mukherji</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td>£194.00</td>
<td>£194.00</td>
<td>£3,806.00</td>
<td></td>
</tr>
<tr>
<td>Total unallocated budget</td>
<td></td>
<td>£3,806.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>