



Student Council

Thursday 26 October 2017, 6 – 8 pm, Teviot Debating Hall

AGENDA

1. Welcome
2. Accountability
Paper A
3. Motions
 - i. Guarantor scheme revisions
Paper B
 - ii. Providing access to Edinburgh Rape Crisis Centre (ERCC) resources (expenditure request)
Paper C



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:

If a Motion receives...	<33%	33-67%	67% or more
Ordinary Motion	Motion does not become Association policy	Motion is referred to online ballot	Motion becomes Association policy
Extraordinary Motion	Motion does not become Association policy	Motion does not become Association policy	Motion becomes Association policy



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 Conduct¹

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. Attendees

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

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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

Paper A

VP Activities and Services: Kai O'Doherty

For meeting of 26/10/2017

Summary

Another month has zoomed by, and I've continued to make steady projects on my main campaign objectives. Below is a brief summary, but feel free to ask me more questions or contribute your ideas! Also, congrats to those newly elected at our by-elections this month!

Inter-Society Collaboration

Summary	A key part of my election manifesto, and approach to Activities, has been prioritizing inter-society collaboration, whether that be joint events, skill/knowledge-sharing, or collective representation. The Activities Representatives, Skill Swap Platform, How-To Guides are other projects fall under this.
Actions	<ul style="list-style-type: none"> • 1-on-1 Objective Setting meetings have been completed, with each Rep identifying interesting initiatives they plan to pursue this year • Held our first Activities Executive meeting, and meetings of the Funding and New Societies sub-committees • Work has begun on a few How To Guides, for example on getting external sponsorship for societies • Weekly Office Bearer socials for different society categories have been held, helping Office Bearers meet each other and find points for collaboration



	<ul style="list-style-type: none"> • The Team Volunteering weekly volunteering opportunity has been launched to great success! • Collaborating with Edinburgh Students' Charities Appeal (ESCA) on coordinating collection-based volunteering • Multiple meetings with the Sports Union on points of collaboration, from Mental Health & Wellbeing Week to volunteering opportunities • Expanded access to Students' Association rooms and benefits to school-based Councils
Next Steps	<ul style="list-style-type: none"> • Test and develop the Skill Swap platform, and fully launch soon • Continue to coordinate the development of How To Guides • Meet with the newly-elected Activities Representative for Dance, Music & Theatre

Engaging with marginalized & less engaged students in Activities

Summary	<p>Societies and volunteering provide a crucial element of social connection, personal/professional development and student voice in the Students' Association. I'm looking into barriers to access/participation for certain groups of students, looking for short- and long-term initiatives to address these barriers.</p>
Actions	<ul style="list-style-type: none"> • Launched applications for the Students' Association's Activities & Sports Participation Grant, of £10,000, providing UK Widening Participation students with funds to cover costs of accessing Activities & Sports • Working with the International Students' Centre to use the Activities Lounge for their lunchtime lounge, and have met



	<p>with the Vice Principal International to strategize the ISC's future partnership with the University</p> <ul style="list-style-type: none"> • Postgraduate engagement: reaching out to the Postgraduate Society; reviewing research on postgraduate engagement and interests at UofE and other Students' Unions' initiatives
<p>Next Steps</p>	<ul style="list-style-type: none"> • Convene the selection panels once applications for the Activities & Sports Participation Grant close • Further research into economic barriers to accessing Activities, and benchmarking solutions in other institutions to look for larger-scale solutions • Continue to lobby the University with the International Students' Centre for more permanent partnership with the various Internationalisation wings of the University • Holding an internal Students' Association workshop on how to better reach out to, and support, postgraduate students • Work closely with the Postgraduate Society, PG School Convenors, and PGT & PGR Reps to address the imbalance in postgraduate engagement in Activities and the Students' Association • Compiling a list of all the available funding for students to support initiatives/projects that have lacked funding in the past

Improvement of Students' Association Services

<p>Summary</p>	<p>The 'Services' portion of this Sabbatical role involves involving student feedback in our services, ranging from events to catering offering to ethical issues.</p>
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<p>Actions</p>	<ul style="list-style-type: none"> • I was involved in the interview panel, selecting our new Commercial Director! She will begin in the new year. • A monthly Students' Association LGBT+ Club Night, CRUSH, has been launched, after hard work from Delphi our LGBT+ Officer! This first event is Friday, October 27th in the Teviot Underground. • Meetings continue with the University and the architects on the new Student Centre • Food Waste: in the process of setting up a partnership with the Shrub and their Food Share initiative, to better reallocate food waste from our services • Continuing working with the University to ensure gender-neutral bathrooms are provided across their estates, in partnership with BLOGS • Research into challenging the planning and licensing laws around bathroom facilities, which pose a barrier across Scotland to building gender-neutral toilets in buildings • Collaboration with the Edinburgh College of Art UG School Rep, Michelle, and the Wee Red Bar to improve our services and support at ECA; part of consultation on ECAfe updates
<p>Next Steps</p>	<ul style="list-style-type: none"> • Widening student consultation on the Student Centre is in the works, and a broader consultation is planned for November • Food Waste: need to establish a liability waiver to enable the Food Share process; support from the Social Responsibility & Sustainability (SRS) department at the University • Completing a 'toilet audit' of University buildings to identify existing spaces which could be converted into gender-neutral toilets, to then be given to University Estates for potential conversion • Meeting with BLOGS and the NUS Scotland LGBT+ campaigns around a potential legal campaign to change planning and licensing regulations



Other:

- Work continues on our Social Enterprise Pilot service this semester, supporting 3 – 5 existing and new student-led social enterprise projects
- Our Volunteering Service brought in 25 local charities to the Careers Service Volunteering Fair on October 12th, which went very successfully!
- Room booking user functionality updates are being explored
- Black History Month is on, and you should all check out the amazing events Diva's coordinated!

VP Community: Ollie Glick

For meeting of 26/10/2017

Summary

Summary of activities since last report

Housing

Summary	Affordable housing, tenants rights, co ops
Actions	<ul style="list-style-type: none"> • Have been progressing talks about potential new housing co-op opportunities with the university • A lot of time has been spent with Patrick lobbying on the student uni halls rent for the next year- fighting for more affordable rooms, and capping increase in rent as much as possible.



	<ul style="list-style-type: none"> • Planning student private housing market campaigns to raise awareness for students about their rights, and the nature of the private market. • Research has continued on pbsa, and what to lobby the council on. • Lobbying to have accommodation included in papers on widening access at the university
Next Steps	<ul style="list-style-type: none"> • Fee strategy group was Wednesday 18th, whatever comes of accommodation prices, ensure that affordability for students is paramount in long term thinking going forward. • Secure more meetings with the council • Implement our housing student campaigns

Sustainability

Summary	Food waste, cycling, a sustainable campus
Actions	<ul style="list-style-type: none"> • Have secured an internship from srs to have an internship focusing on food waste. • Searching for other universities health and safety waivers, allowing us to create our own to partner with food share. • Planning the be bright be seen campaign, as well as liaising with the university transport team to get cycling changes going. • Input and work on university renewable energy investment (watch this space) • Initial membership of a food 'task force' sounded out, with first meeting coming soon



Next Steps

- Recruit intern, create waivers, design pilot of food share working with student's association.

Other:

- An opportunity arose to help local schools with a chronic lack of maths teachers. With Maz in Pals, a pilot scheme is being launched with the maths department to train students up to help facilitate lessons in these local schools.
- If successful we hope this will become a sustainable project!
- Have ensured that the new srs community grant, allocating money for local projects, is available to individuals, students and unofficial groups.
- Ongoing discussions about free tickets for the 'sleep in the park' charity event for students.
- I had my first sabs on tour at kb house, which was a success!

VP Education: Bobi Archer

For meeting of 26/10/2017

Summary

September has been a very hectic but exciting month welcoming all of the new and returning students (also a shout-out to all of the new members of Student Council). Since my last report I have continued to lobby the university to create change, however now taking these to College and School level for implementation after gaining approval at the university senate committee.

Reducing the Pressures of Semester 1

Summary

The Semester 1 examination period is shorter than that of Semester 2. Depending on the day in which the academic year falls, students are given between 3 and 7 dedicated days to prepare for the examination



	<p>diet. A student may be required to prepare for 60 credits of material in this time, equating to a quarter of their degree classification, as such, some students may feel at an academic disadvantage. This can be particularly problematic for visiting students who may still adjusting to university structures and life.</p> <p>Updates:</p> <p>Senate Teaching Learning Committee (LTC) has approved my paper regarding the following implementations</p> <ul style="list-style-type: none"> • Week 11 to be free of new examinable material • Week 6 or 7 to be free of regular (weekly) assignments • All courses to provide a structure/template of the examination if adjustments have been made and for new courses • Each school to have a staff/student member who arranges activities and workshops to support students' learning and provide academic guidance
<p>Actions</p>	<ul style="list-style-type: none"> • Ensure that the recommendations are implemented at School level • Lobby the university for consistency in PT's to ensure all students receive the same standard of academic support • Develop a policy regarding online submissions in the College of Science and Engineering
<p>Next Steps</p>	<ul style="list-style-type: none"> • Take the paper to College level (TLC) to see how the policies will be implemented and discuss any restrictions on their ability to do so • Continue to lobby the university to improve the training for PT's (including mental health training) and to further the incentivize staff to uptake this role



- Collaborate with staff in the College of Science and Engineering and School Reps to create a policy regarding online submissions

Joint Degrees

<p>Summary</p>	<p>Joint-degree students make up 14% of our student population, yet they are a cohort of students that is often overlooked. Although we thrive upon offering the Edinburgh Experience and flexibility to students within their degree programme we often lack the systems in place to support these students and give them any sense of belonging.</p> <p>Updates:</p> <ul style="list-style-type: none"> • The University has agreed to have a joint-degree focus in Teaching Programme Reviews • The Business School now have allocated positions for joint-degree representatives on their programmes
<p>Actions</p>	<ul style="list-style-type: none"> • Lobby for each school to have a joint-degree coordinator, following the model from the School of Mathematics. They act as a first point of call and arrange events for students to meet one another on joint-degree programs • Consistency in deadline extensions, special circumstances and for progression hurdles to be transparent • A review of joint-degree programmes to ensure that the structures in place are there to support students through their studies whilst providing flexibility
<p>Next Steps</p>	<ul style="list-style-type: none"> • Continue developments with the Dean of CAHSS, after consensus was found at Senate Teaching Learning Committee



- Feed into the Service Excellence committee regarding Special Circumstances and work with the advice place to reduce the issues for joint-degree students
- Ensure that extra consideration is given to joint-degree programmes when the university is making implementations, to reduce any further complications

Enhancing the Student Voice through an effective Class Representative System

Summary

The number of class representatives has increased by 143% since 2012-13, taking us from 1163 to 2808, whilst the student population has only increased by 20%. Additionally representatives are recruited with inconsistent duties across the institution, and by tutorial, class, programme and degree level. The ratios of reps to students are also inconsistent which has resulted in some schools having low levels of engagement but more support from the Students' Association because of their large numbers.

If a student has not completed the online training then they do not receive recognition on their HEAR record, so it is unlikely that the student is up taking any of the duties including student outreach, consultation and representation. The consequence of this is that students may be voicing their feedback to inactive class reps, whom are not forwarding these responses. Additionally, they are not relaying any of the feedback from staff-student meetings to students because of their absence.

With the proposed model, we would have a system that prioritized quality over quantity in-line with other Russell Group institutions, in particular ones that have high levels of student voice satisfaction in NSS*. By reducing the numbers, student representatives would receive



	<p>more personal and relevant support from both the Students' Association and University to clarify the expectations of the representative role and empower them to be as engaging as possible with the student body.</p> <p>Updates:</p> <ol style="list-style-type: none"> 1. The Senior Vice-Principal Charlie Jeffery is very much an advocate for reducing the number of representatives to enhance the student voice, especially in recent light of the National Student Survey (NSS) results 2. The Business and Veterinary School have adopted the new system, with Mathematics and Chemistry were already using the model (4/24 schools down!) <p>In-person training was delivered to the PG class reps in the Business School following their new model</p>
<p>Actions</p>	<ul style="list-style-type: none"> • Continue to lobby the university to reducing the number of class representatives, for a quality over quantity system • Explore of degree-programme level representatives, as used in some schools within Science and Engineering • All schools to appoint a joint-degree representative per each year of study • More personalised training and support to outline the expectations of the role. The training will have three key focuses; <ul style="list-style-type: none"> ○ How to collect representative feedback ○ The purpose and function of committee meetings and how to signpost to the relevant platforms ○ How to close the feedback loop to the students ○ A long-term aspiration that all class reps will be elected during the by-elections in October



Next Steps

- Continue to meet with Heads of Schools and key members of staff to implement the proposed system for the next academic year
- Lobby for a university policy that all schools with joint-degrees must allocate positions for representatives on these programmes
- Collaborate with Students' Association reps to develop the introductory training (online and in—person)

Other:

Starting to open the conversation with the university regarding the support and attainment of BME students in the institution. Additionally, collaborating and supporting our amazing BME officer with her initiatives regarding LiberatEd.

President: Patrick Kilduff

For meeting of 26/10/2017

Summary

It's been a great start to the semester and incredible to be welcoming students back, working together to make Edinburgh a better place for everyone. We've had our by-Elections where we elected some fantastic new postgraduate representatives, trading committee members, NUS UK and Scotland delegates and an Activities Rep. We've been working on manifesto points and addressing a whole host of issues both in the Students' Association and with the University; we've also been going out to various campuses through outreach programme ensuring students voices are being heard year-round not just at elections. The below is an overview of a couple of the many projects I am undertaking; if you would like to hear more or raise an issue you'd like to see acted upon email me at eusapres@ed.ac.uk and we can discuss and/or arrange a meeting.



Study Space Tracker

Summary	One of my manifesto points was to create an online tracker of study spaces available in the library as well as map spaces available across campus.
Actions	<ul style="list-style-type: none"> • I have had several productive meetings with the heads of both Library Services and Information Services. • The new swipe-out as well as swipe-in system will make this data much easier to collect. • We should have a tracking system in place by the start of semester two. This should be a traffic light system which can identify when the library is: Quiet, Busy and Very Busy.
Next Steps	<ul style="list-style-type: none"> • I will liaise with the Schools and Colleges to start building an accurate and up-to-date map of study spaces, their accessibility and amenities across the University. The current provision is not enough. • To explore how the technology of Internet of things can be used to give students a more informed view of study space availability. The traffic light system will be a useful tool for students but Internet of Things technology has the potential to give real-time data on a section-by-section basis of where • I will continue to push for further investment in library services technology and space availability so students are not dealing with study space stress on top of academic stress..

Alumni Mentoring Platform

Summary	We have been working with Information Services and the Development & Alumni services in the University to develop a platform for students to have the opportunity to engage with, learn
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	<p>from and be mentored by alumni from University. This will mean that no matter where you are in the world and no matter where you want to go in the world the extensive network of University Alumni should be there to support, guide and mentor you in achieving your goal.</p>
<p>Actions</p>	<ul style="list-style-type: none"> • The platform has been in development for some time and something the Students' Association has been lobbying on for a while now. • We are entering the later stages of the projects development. The University completed the tendering stage and a supplier has been agreed (Aluminati). • Aluminati has experience in developing similar platforms at similar scale and calibre universities (Cambridge, UCL, Warwick et al). They provide a holistic package which takes into account the variety of relationships an alumni or student is seeking to develop • In speaking with the developer one of their great selling points is to ensure the system is bespoke for the institution and student-users therefore your input is extremely valuable in shaping it the way you want it to work for you.
<p>Next Steps</p>	<ul style="list-style-type: none"> • There will be a soft-launch in a few schools in the beginning of Semester 2. This will be to deal with teething problems as well as understand better what students want and need from the platform. This will also be a crucial time to develop a critical mass of engagement from alumni who were are confident will uptake the platform. • If you have any ideas you would like to feed in to the project then please email me on esusapres@ed.ac.uk



VP Welfare: Esther Dominy

For meeting of 26/10/2017

Summary

This report summarises some of the main projects I've been working on, but 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.

Mental health and wellbeing week

Summary	Mental Health and Wellbeing Week was set up in 2015 after student council voted to hold a week of events around mental health. This is the third year it has run, and this year it will be held earlier in the year in semester 1, running from the 13 th -17 th November.
Actions	<ul style="list-style-type: none"> • A number of events are confirmed for the week, including alpacas (who are incredibly soothing), a networking event with Lothian Bipolar, a 'meet the advisor' drop in with the Disability Service, a chance to hear directly from the University about mental health initiatives (and ask questions), fab events planned by BME Officer Diva around BME mental health and Disabled Students' Officer Chloë on self-care and lots more! • We have secured a speaker thanks to the Sports Union – the Olympic swimmer Michael Jamieson, who will speaking alongside Mercy Corps and SAMH (hopefully in McEwan hall if we are able to secure that as our venue). • Supporting the planning of student-led events, including a verbatim play about students' experiences of mental health by EUTC.



	<ul style="list-style-type: none"> • Planning some actions that will hopefully have more concrete impact, including an email campaign around mental health training for Personal Tutors encouraging more schools to sign up – if you'd like to help coordinate this in your school/society please get in touch!
Next Steps	<ul style="list-style-type: none"> • Working with societies, elected reps and students to get as many events/projects planned as possible! If you'd like to be a part of the week or run an event please please get in touch (vpwelfare@eusa.ed.ac.uk)!

Special circumstances and extensions

Summary	<p>Student Council has previously passed policy around improving the University's special circumstances and extensions policies to make them more accessible to students, in particular student parents and carers, and improving this system is one of my priorities for the year. The University is also currently looking at ways to improve the process of applying for extensions and special circumstances to make them more consistent, which we are involved in.</p>
Actions	<ul style="list-style-type: none"> • The University has now held a series of workshops and interviews with students and recent graduates about their experiences of applying for extensions and special circumstances, after receiving over 80 applications within two days. • Liaising with the University to secure more student input into this – a lot more students applied than could be interviewed, so I'm trying to make sure these students also have the opportunity to give their feedback. • Mapping out the problems with current extensions and special circumstances procedures across the University, with the help of Chloë Marvin, our Disabled Students Officer, the Advice Place and other sabbs, to communicate to the University.



Next Steps	<ul style="list-style-type: none"> • Waiting to hear back about the outcomes of the workshops and interviews and arranging opportunities for further student input. • Chloë and I are to meet with the University following this to discuss the outcomes from the workshops and input directly as well.
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No One Asks For It campaign and sexual harassment

Summary	<p>One of my priorities for the year is around preventing sexual violence and harassment on campus – lots of my predecessors have worked on this, and last year the No One Asks For It campaign was launched as a joint campaign between us, the University and the Sports Union. We're now looking at how to further develop and relaunch the campaign, as well as other ways to improve the support survivors receive at the University.</p>
Actions	<ul style="list-style-type: none"> • No One Asks For It was launched for semester 1 with the same design and content as last year – this will be circulated on various channels and the poster boards and other materials will go back up. • For semester 2, we are looking at how we can adjust the message of the campaign to be more survivor oriented, and to better signpost the support available. • In terms of University policies on sexual violence and harassment, I have met with University and Advice Place staff to map out how the process works currently and how this could be improved. • The University has recently bought some online training for staff around how to respond to disclosures which we are able to access and will also be circulated to our staff in relevant positions.



Next Steps

- Working to develop the pledge part of the No One Asks For It campaign, so that staff and students can share and promote the actions they have taken to combat sexual harassment and assault on campus – e.g. by attending bystander training, encouraging staff in their school to be trained, and so on.
- Further meetings with the University to map out their policies/processes on sexual violence and how these could be improved to make reporting easier for students.
- Securing opportunities for students to provide feedback about the process and what should be changed.



3. Motions

i. Guarantor Scheme Revisions

Paper B

What will we do:

1. Advertise the scheme
 - I. Make the scheme highly visible and accessible to International and EU students.
 - II. More promotion by student halls and the University.
 - III. Include the guarantor scheme in the information pack when international and EU students are accepted to the university.
2. Revise the procedure
 - I. Instead of requiring students to bring in a tenancy application before they guarantee the student, the university should provisionally guarantee the students prior to the student finding a flat. Once the student finds a flat, the university can check the tenancy agreement to make sure it is within the guidelines of what they will guarantee.

Background to this:

1. All students need guarantors to apply for private flats; however, International and EU students may not have UK-based guarantors. Without UK-based guarantors, International and EU students often face difficulties, either rejected by landlords or required to pay several months or full rent upfront; this is associated with high risks.
2. We believe the Rent Guarantor Scheme should be a scheme that intends to provide assistance to students who wish to live in private accommodation; however, in reality the scheme does not provide realistic and sufficient help to International and EU students in its current form.
3. By requiring students to have a tenancy agreement before applying to the Scheme does not fulfill the purpose of providing housing support to students.
4. Although there are 17,000 of International and EU students studying at the University, under 100 who have applied to the guarantor scheme have met criteria.

Beliefs and motivating actions:

1. EU and international students will feel taken care of by the university.
2. Our own struggles with finding flats as international students.
3. University can ameliorate the discrimination that international students face in the private letting market.

Submitted with 20 Student Signatures



ii. Providing access to ERCC resources (expenditure request)

Paper C

What will we do:

1. Pay £75 towards the cost of reprinting the Edinburgh Rape Crisis Centre (ERCC) survivors' booklet to cover the number of copies we will receive.
2. The Students' Association will ensure copies of the booklet are available to students on all campuses, in particular through the Advice Place and the University's Student Counselling Service.

Background to this:

1. The ERCC survivors' booklet contains information and exercises around trauma, the effects of sexual violence, ways of coping and recovery. It "covers the key things that survivors struggle with and aims to offer practical ways of coping whilst waiting to access support"
2. In 2016 Student Council passed policy mandating the Students' Association to ensure copies of the booklet are available to students on all campuses.
3. The policy also notes that ERCC, as a charity, is reliant on insecure funding streams and that the Students' Association should help address this by helping fund the production of the printed resources that we use.
4. In 2013 Student Council passed policy to support ERCC (formerly Edinburgh Women's Rape and Sexual Abuse Centre, EWRASAC), noting its insecure funding and that it offers a vital service to students.

Beliefs and motivating actions:

1. The Students' Association and the University have a responsibility to ensure easy access to resources (including the ERCC survivors' booklet) for students who are survivors of sexual violence.
2. The ERCC survivors' booklet is an important resource for survivors, as well as partners, friends, family members and others, and provides valuable information for students and staff.

Submitted with 20 Student Signatures

Student Council Expenditure Tracker

June 2017 - May 2018

Responsible: sabbatical officers

Description	Date approved at Student Council	Allocated budget	Spent to date	Remaining
Total at June 2017		£ 4,000.00		£ 4,000.00
Totals		£0.00	£0.00	£0.00
Total unallocated budget		£4,000.00		