Student Council
Thursday 2 February 2017, 6 – 8 pm, Teviot Debating Hall

AGENDA

Student Council – 6.00pm

1. Welcome

2. Accountability
   Paper A

3. Motions
   i. Making Universities More Inclusive of People of Colour (Motion to NUS Scotland Conference)
      Paper B

   ii. Our Ability but not our Money – Financial Assistances to International Students in Need (Motion to NUS Scotland Conference)
      Paper C

   iii. Brexit - A Way Forward
      Paper D

   iv. Supporting the Right to Choose
      Paper E

      ~Access Break~

   v. World Autism Awareness Day
      Paper F

   vi. Edinburgh University Students’ Association Supports Gaelic
      Paper G

   vii. Make Special Circumstances More Accessible
      Paper H

   viii. Fund Feminist Street Art on Campus (Expenditure Request)
      Paper I
ix. Allocate £1500 to Sexcetra (Expenditure Request)
    Paper J

4. Societies Council Report
    Paper K
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 <a href="#">online ballot</a></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>
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</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. Attendees

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1 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**

Report from Jess Husbands, Vice President (Societies & Activities)

Disability Review

<table>
<thead>
<tr>
<th>Summary</th>
<th>In April students called for the University to conduct a review into the support for disabled students on campus. This review has now concluded the interview-style sessions with a range of university students and staff, and the findings and recommendations will be presented at University Senate on Weds 1st Feb.</th>
</tr>
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</table>

**Actions**

- Have sat on all sessions of the review, continually stressed the need for student feedback and made surveys to facilitate student input if they could not attend the sessions.
- Got a commitment to deal with accessibility issues in the short term, as well as long term change.
- Prepared a presentation of the recommendations to present at Senate.
- Got a commitment from the staff leads on the review (Jane Norman, VP People and Culture; and Gavin Douglas, Deputy Secretary Student Experience) to hold a student consultation on the review in mid to late February. Am liaising with the Disability and Mental Wellbeing Group to arrange the best time for this.

**Next steps:**

- Present at Senate
- Coordinate student consultation
- Ensure steps are put in place to ensure implementation of recommendations are consistent across the University.

Mental Health and Wellbeing Week woop

<table>
<thead>
<tr>
<th>Summary</th>
<th>In 2015 it was voted at Student Council that we should hold a week of events around mental health. Mental Health and Wellbeing Week was initiated last year by Andy Peel, and the accompanying #letstalk campaign won Herald Higher Education Campaign of the Year.</th>
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</table>
### Actions

- Mental Health and Wellbeing Week 2017 runs 30th Jan – 5th Feb, with a vast range of events. Full schedule at [https://www.eusa.ed.ac.uk/representation/campaigns/welfare/letstalk/](https://www.eusa.ed.ac.uk/representation/campaigns/welfare/letstalk/)
- We’ve had great involvement from school reps and societies, with bespoke events going on in at the Law School and Medical School, and societies such as FreshAir, PhotoSoc, and Nightline getting involved.
- You should definitely come along to the events!!
- Of particular interest might be “The Development of the Student Mental Health Strategy”, in which students are invited to come and hear about the University’s approach to rising student mental health problems. Also ‘Speak Your Mind’ on Sunday 5th, which will see performances from students expressing their experiences of mental health, and displays of creations and comments from the week’s events.
- There will also be outreach on all campuses

### Next steps:

- More broadly, I hope to continue this mental health work into the rest of the semester. I hope to work with school reps and interested students to investigate what change(s) would positively impact students’ mental health in each school, and try to implement those changes.

### Sexual Health etc.

#### Summary

Many other universities and unions put on some kind of sexual health, or ‘SHAG’ week (sexual health and guidance) Members of Sexpression and Equal Opps Convenor Corne have expressed interest in organizing a similar event here at Edinburgh.

#### Actions

- A member of Advice Place staff and I have been helping them explore why this may be needed, and how it could work.

#### Next steps:

- A motion will be coming to this council meeting on the topic.
### Mooncups!

<table>
<thead>
<tr>
<th>Summary</th>
<th>Last year’s sabbatical team were successful in providing sanitary protection and pregnancy test free of charge through the Advice Place. Ever since starting the role, I’ve wanted to investigate promotion of more sustainable forms of sanitary protection.</th>
</tr>
</thead>
</table>

| Actions | • Contacted Mooncup and bought in bulk.  
• The Mooncups are now available in Students’ Association shops for £11.45, compared to £19.99 in Boots etc. (RRP). Absolute bargain! |
| --- | --- |

<table>
<thead>
<tr>
<th>Next steps:</th>
<th>• We’ll be using Sustain.ED as an opportunity to promote mooncups as an alternative form of sanitary protection. I’ll be writing a blog posts and holding a ‘Your Mooncup Questions Answered’ event (featuring yours truly).</th>
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### Society Support

<table>
<thead>
<tr>
<th>Summary</th>
<th>I’m VPSA, I love societies, I wanna support societies be great.</th>
</tr>
</thead>
</table>

| Actions | • Featured Society of the Week/Society Spotlight is off the ground!  
• Have been collaborating with the team behind the Festival of Creative Learning and how, going forward, the Festival will be able to link up more with student groups and provide societies with opportunities to get projects off the ground.  
• Piloting other forms of society structures, such as encouraging groups with overlapping remits to collaborate and form a larger group with more specific substructures.  
• Working to solidify the remit of and promote the new Activities Rep roles. These will be up for election in March, and will represent each category of societies. |
| --- | --- |

<table>
<thead>
<tr>
<th>Next steps</th>
<th>• Encourage students who are currently very involved in societies to run for an activities rep position (if you’re interested, get in touch!).</th>
</tr>
</thead>
</table>
### Liberation Group Support

**Summary**
Equality falls under my remit, and as such I’m the main sabbatical touchpoint for the liberation reps (BME, Disability and Mental Wellbeing, Women’s, LGBT+).

**Actions**
- Have been working on the role description of the liberation rep roles, and the structures of the groups they represent to ensure that these roles are compatible with being a full time student whilst also having the opportunity to be as effective as possible.

**Next steps**
- Continue to support the reps, and reach out to those who may wish to stand for a rep position in the upcoming elections.

### Student Group Support

**Summary**
Provide support for the convenors of the Student Parents and Carers Group, the International Student Group, the Part Time and Mature Student Group, and the Postgraduate Student Group, in order that they can achieve their manifesto points.

**Actions**
- Have been working with Patrick to properly understand the special circumstances policy, how it functions in each school and how best to go about enacting the policy passed at November student council re Student Parents & Carers and extensions.
- Worked with Achintya to put on a Mental Health and Wellbeing Week event looking specifically at the challenges faced by international students.

**Next steps**
- Work with Vivienne and Patrick to implement aforementioned policy.

### Other:

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Report from Patrick Garratt, Vice President (Academic Affairs)

Teaching Excellence Framework

Summary
University of Edinburgh not entering the Teaching Excellence Framework

Current stages:
- After months of discussions between the Students’ Association, the University of Edinburgh is not entering the Teaching Excellence Framework!
- We worked closely with sabbatical officers from Scottish students’ associations, NUS Scotland, and staff from the local University and College Union (UCU) branch to emphasise the benefits of using existing ways of measuring teaching quality, and not conceding to the reforms that the UK Government are imposing upon universities.
- Continuing to promote the Teaching Awards report, to show that the quality of teaching is not simply reflected through the jobs that graduates are employed in.

Next steps
- We will be working with other Scottish students’ associations and NUS Scotland, as well as continuing to promote the findings of the Teaching Awards, to promote the Scottish context for measuring teaching quality – which is about collaboration and not competition.

Postgrad representation and Tutors and Demonstrators code

Summary
Work has been done on establishing remit for University-wide postgraduate taught and postgraduate research roles, involving consultation with postgrad tutors and staff who look after postgrads

Update
- We will be consulting more postgraduate taught students, and will bring a motion to the next Student Council, so that positions will be ready for the October 2017 by-election.
### Representation & Democracy

**Summary**

Supporting student-led groups on liberating the curriculum

**Update**

- Workshop for SPS and HCA students took place in December
- Policy being worked on, which will go to one of the Senate Committees in April, about ensuring new courses in College of Arts, Humanities and Social Sciences consider how scholars from under-represented and marginalised backgrounds should be included.
- Working with staff in Hispanic Studies department to explore redesigning first and second year curricula with help from students.
- Following students’ association lobbying, staff members from University will now be gathering comprehensive research into the BME attainment gap, to be carried out by the University, which will later be used by the Students’ Association own research staff.

**Next steps**

- I will spend the next few months supporting students, and students’ association staff, establish links with staff members in individual Schools, so that changes can be made to curriculum on a School level. For example, we will be working with students in SPS and HCA to meet with course programme directors, and Heads of Undergraduate Teaching, and to present policy proposals on greater representation of marginalised voices in the curriculum, and on inclusive teaching.
- Supporting students in LLC on LiberatEd workshops.
- Supporting Esme, BME Liberation Group Convener, on research into the BME attainment gap.
- Events being prepared for February with ‘Women in STEM’ society on inclusive teaching and women in academia and industry relating to STEM subjects.

**Supporting year abroad students**

**Summary**

Supporting year abroad students

**Update:**

- Established new working group with University staff about year abroad students, including those students who are in STEM disciplines and are on placement in industry.
- Continuing to work with students and staff about embedding mental health awareness into second year curricula.
### Next steps

- Working Group should be complete over next few months, at which point the role of Year Abroad coordinators will be amended, so that coordinators aren’t overworked, and so that students are given far greater support from other staff members on their year abroad.

### Mandatory interruption of studies

#### Summary

Successfully lobbied against attempted changes by the University to allow staff to impose mandatory interruption of studies upon students

#### Update

- The University has been trying to reintroduce a policy it attempted to implement back in 2015, whereby as part of the ‘Support for Study Policy’, students who were perceived as posing a possible danger to themselves or others, could be given a mandatory interruption of study. The Students’ Association strongly disagreed with this policy, because students who are causing harm to others would already be able to dealt with through existing Code of Conduct policies. In our view, students have the right to be a nuisance, and a right to fail – provided they are not directly affecting others - and even if staff think they know best about to compel students to seek help, for example, about possible mental health issues, students should not be deprived of agency in the decision-making process. It is ultimately up to students to decide if they need time out from their studies. For this reason, the University has dropped its proposals, and we hope that future sabbatical officers will adopt a similar stance.

### Mainstreaming Student-Led Individually Created Courses (SLICCs)

#### Summary

SLICCs will now be rolled out across the University, allowing students to take 20 credit SLICC courses as part of first and second year semesters

#### Update:

- Worked with SLICCs staff to get approval from University Senate committees, and from next year students will be able to take SLICCs during term time.
Conferences/National Outreach

<table>
<thead>
<tr>
<th>Summary</th>
<th>Conferences/national outreach</th>
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</table>
| Institution/location | • Attended workshop on BME attainment-gap at London School Economics Students' Union  
• Attended several NUS Scotland/students’ association discussions on the TEF in December/January  
• Attended Working Group on student-engagement (QAA) in Glasgow  
• Lobbied MSPs at Holyrood with other sabbatical officers about greater funding for mental health support, bursaries for students, and for students accessing HE through articulation |

What else has been going on?

- Ensuring that University’s Learning Analytics policy is not used as a means of assessment of students, and not used by staff intrusively, preventing staff from using data about students’ learning habits and behavior to make decisions about their welfare. We have helped ensure that the Learning Analytics policy soon to be formed will only be used as a means of support for students.

- Working with ECA students who recently had all their Semester 1 work destroyed by accident.

- Still running workshops with staff about the Teaching Awards.

- School Conveners forum still going strong!

- Working on a Board to ensure that all books on course reading lists are available in the Main Library: focusing largely on Humanities subjects where Schools do not provide all books through University resources.

- Helping to run focus groups with university staff on what students want in terms of digital education, such as coding, online learning resources etc.

Report from Jenna Kelly, Vice President (Services)

Renewable Energy and Low Carbon Options Review Group
### Implementation of a university review group on renewables and low carbon

#### Summary

Implementation of a university review group on renewables and low carbon

#### Achievements

- 2 student representative seats secured

- The remit of the group includes:

  1. Assess the prevalence and maturity of alternatives to fossil fuel energy generation, and carbon use management techniques, and rank their success.
  2. Develop a standard, practical methodology for the University to use when evaluating potential investments in renewable or other energy options
  3. Examine the business case for, and opportunities and risks associated with investment at scale in renewable energy, low carbon and carbon offsetting technologies

#### Next steps

To contribute proactively to the agenda of the group, briefing the student representative fully on ways in which to maximize the potential of student representation.

### Women in Homelessness

#### Summary

An initiative to educate our campus on the manners by which inequality spreads to homelessness, and to subsequently collect sanitary products for those most in need

#### Achievements

- Partnership secured with StreetWork, to distribute the sanitary products

- Collaboration with University of Edinburgh accommodation, information services and estates departments

- Many hundreds of sanitary products collected – filling 12 large bin liners! Massive thanks to everyone who donated.

- Collaboration with TEDxUniversity of Edinburgh for Women in Homelessness talk

- Attendance of approximately 60 at the Women in Homelessness talk
Next steps

We recognize there was some concern regarding one of the organizations featured at the Women in Homelessness talk, and so have taken this on board, looking into more secure screening processes for similar events in the future.

Modern Slavery Statement

<table>
<thead>
<tr>
<th>Summary</th>
<th>Creation of a statement to illustrate the university’s position on modern slavery</th>
</tr>
</thead>
</table>
| Achievements | • Position stands as zero tolerance to slavery and human trafficking in all forms  
• Areas considered included: premises, supply chains, whistle-blowing and donations |
| Next steps | Support the awareness raising (e.g. event and social media campaign during Fairtrade Fortnight)  
Keep an eye on risk and mitigation as part of the monitoring and evaluation process |

SustainED

| Summary | Edinburgh’s first city-wide green festival, 16th – 18th February, in partnership with The University of Edinburgh and Edinburgh City Council |
| Achievements | • Internal staff steering group, student fashion show team of 15  
• Partnerships secured, funding secured  
• 30 events  
• ~20 societies engaged  
• ~10 external organizations engaged |
<table>
<thead>
<tr>
<th>Representation &amp; Democracy</th>
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</thead>
<tbody>
<tr>
<td>• Celebration of sustainable wins in the past year</td>
<td></td>
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<tr>
<td>• Paper-free marketing strategy adopted</td>
<td></td>
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<tr>
<td>• Event disciplines ranging from the arts, to STEM, to business.</td>
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<tr>
<td>• Event types spanning educational talks, interactive workshops, performances and fairs</td>
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<tr>
<td>Next steps</td>
<td>Execute the festival with the involved staff and student teams</td>
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<tr>
<td></td>
<td>Use evaluation methods to create an impact report, presented to the partnership board.</td>
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<tr>
<td></td>
<td>Use evaluation to assess the future of the festival, as an annual event in the calendar year</td>
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</tbody>
</table>

**Farmers Market**

| Summary | Agreement confirmed to host a regular Farmers Market on campus |
|Achievements |  |
| • Partnership made with Stockbridge Markets |  |
| • Most likely a monthly feature |  |
| • Within a Students Association space |  |
| Next steps | Pilot the market during SustainED |
|  | Promote the market effectively to facilitate maximum benefit for students and our community |

**Minimum Card Spend removed**

| Summary | Removal of £3 minimum card spend in all Students Association outlets |
# Representation & Democracy

<table>
<thead>
<tr>
<th>Achievements</th>
<th>No more minimum card spend on any Students Association outlet card payments</th>
</tr>
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<tbody>
<tr>
<td>Next steps</td>
<td>To not bring it back</td>
</tr>
<tr>
<td></td>
<td>To explore options of a similar achievement within university outlets</td>
</tr>
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</table>

## Scottish Student Housing Summit

<table>
<thead>
<tr>
<th>Summary</th>
<th>NUS event to address student housing issues, 25th February.</th>
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<tbody>
<tr>
<td>Achievements</td>
<td>Collaboration with NUS and other Scottish universities including Stirling</td>
</tr>
<tr>
<td></td>
<td>Breakout sessions identified on guarantor schemes, rent controls and cooperatives.</td>
</tr>
<tr>
<td>Next steps</td>
<td>Bring outcomes of the event back to Edinburgh after the summit, to implement</td>
</tr>
<tr>
<td></td>
<td>To use the housing outreach in February, and accommodation fair to gather interest and collate contributions to the topic of conversation</td>
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</tbody>
</table>

## Report from Alec Edgecliffe-Johnson, EUSA President

**Summary**

What follows are a few of what I consider the most important developments out of all that have been achieved during the past month. Please feel free to get in touch with me if you would like to hear more developments/achievements and/or hear how the ones described here fit into the wider strategy.

## Transportation Update

**Summary**

An update on various strands of work on transportation
### Achievements

Following a presentation to University Court (Board) based on the consultation of a number of students, the University is now taking the transportation issue very seriously. A strategy is being designed to address a number of issues from students around the campus with different needs.

Although the significantly cheaper 9 Month Bus Pass addresses the needs of thousands of students traveling on Lothian Buses every day, it does not go far enough. Workshops and consultations are being held to address the Kings Shuttle Bus, the now-defunct NHS shuttle bus and multiple other transport issues.

### Next steps:

A series of student workshops and consultations will be held in order to draft a strategy that works to address the issues. Pilot programs and a strategy are the expected outcome. I will report back with progress in the student councils that follow.

### Development and Alumni/Mentoring Program

#### Summary

Various strands of work done around increasing the engagement of students with alumni

#### Achievements

A plan is being designed to tap into the network of hundreds of thousands of alumni around the world. They could support students as they think about applying, as they look for and join jobs, as they transition to life after Uni in foreign cities etc.

Furthermore, a mentoring application is being designed to facilitate mentoring relationships between students and alumni during their time at Edinburgh.

#### Next steps:

Preliminary steps include linking cultural societies, the international office and the D&A department in order to begin fostering relationships. The mentoring program is holding consultations and steering group board meetings are ongoing. Launch date or timeline is still being decided.

### Voter Registration

#### Summary

Working to ensure greater visibility of voter registration for students
### Achievements

Following the motion at council I worked with Student Systems and agreed the following three elements for greater visibility/knowledge of voter registration through the Students’ Associations’ online portal:

1. At registration at the outset of their university experience students will be prompted to register to vote.

2. There will be a visible link on MyEd to our voter registration page. Hopefully that will be in place by the upcoming council election.

3. In the all student newsletter around key elections there will be a link to our page. That includes the upcoming council election.

### Next steps:

Follow up with University colleagues to ensure that these changes are delivered and reassess next year to assess the success of the various methods.

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### Principal Recruitment

#### Summary

One of the nine members on the recruitment panel for the new Principal.

#### Achievements

This has been a lengthy procedure and at each stage the Students’ Association has had direct input. It’s incredibly important that we have had this input as this person will be setting the strategic direction of the university for a number of years and needs to have student interests in mind.

#### Next Steps

Liaise with the new Principal and ensure a smooth transition in her/his role as well as in the relationship to the Students’ Association.

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### Council Elections

#### Summary

We are beginning to plan our approach and desired outcomes (policy not people) for the upcoming council elections.

#### Achievements

Over the next few months we will be working with a range of organisations and students, both at our university and elsewhere to formulate a strategy for the
upcoming elections. We will be aligning with NUS and other Student Unions in Edinburgh to ensure that we are all moving in the same direction and using our influence to the greatest effect.

Next Steps
Continue to plan the approach and bring in additional, relevant stakeholders. Eventually we will advertise the elections to students in order to drive participation. I will continue to update as this progresses.

Discretionary Fund

Summary
The discretionary fund is now being heavily advertised. Eligible students are encouraged to apply especially for items that might incur financial strain in the next few months including grad gowns.

Achievements
Historically the discretionary fund has not been as well advertised as it could be and as a result students with financial need have not always been aware. We have pushed this year to ensure that students are made aware of the fund.

One of the primary uses of the fund, we expect, will be to cover the cost of the grad gowns. We hope that if students begin to apply to the fund for this purpose that a separate fund is created/a clear sign is sent to the university that students who experience financial hardship should not have to endure this additional financial burden.

Next Steps
Continue to spread the word about the fund to those students who may be eligible and to follow up to create a plan of action if a large number of applicants are applying for grad gowns.

Changes to the Digital Experience

Summary
A summary of the number of different items that will be changing in the next year/years as a result of Student Association input.

Achievements
Timetabling on the phone is the latest of a number of upgrades in the student digital experience. Alongside online recorded lectures, the Student Association
App, an upcoming revamp of MyEd and a potential Talks at Edinburgh (working on this one currently) this represents a fundamental change in the way that students will interact with the University.

Next Steps

The work on the digital experience is far from finished! It is well under way and we’ll be working on tying up loose ends a few other pieces of work going forward. We’ll also be working on ensuring a smooth transition on some of the longer term digital projects/committees/boards for the new sabbatical officers.

Thank you to you all for coming to Student Council and making your voice heard! Please be in touch with any questions. My email is eusapres@exseed.ed.ac.uk, my facebook name is “Alec EUSA Pres” or you can call me at 01316509405.
3. **Edinburgh University Students’ Association Motions**

i. **Making Universities More Inclusive of People of Colour (Motion to NUS Scotland Conference)**

   **Paper B**

**What will we do:**

1. Lobby universities to be more inclusive of people of colour in two areas:
   a. In curriculums
      i. Making curriculums more diverse - specifically inclusive of people of colour.
      ii. Lobby universities to create an interdisciplinary course about race relations in humanities departments.
      iii. State the importance of all university departments and colleges to provide courses based on race, ethnicity, non-white scholars, and/or non-English speaking countries.
      iv. Lobby universities to increase representation of people of colour in reading lists in humanities subjects.
      v. Lobby universities to make it a requirement to include people of colour scholars when designing new courses in humanities.
   b. In the teaching body
      i. Lobby universities to make the teaching body and student services more inclusive of people of colour.
      ii. Lobby universities to increase the number of non-white tutors, lecturers, professors and senior officials.
      iii. Lobby universities to include a quota for the number of academics that are people of colour teaching courses. This should be directly related to the course being taught, i.e. Black Studies should be organised and taught mostly by people of colour.
      iv. Lobby universities to make it a requirement for academic staffs to undergo ‘Implicit Bias’ training, as well as further training to combat racism and microaggressions with the classroom environment.

**Background to this:**

1. The literary canon at universities is traditionally white, reflecting an ongoing history of colonialism, white-washing and institutionalised racism. University reading lists ought to reflect an ethnic diversity of scholars in humanities.

2. According to figures published by the Higher Education Statistics Agency, there have been no black academics in the elite staff category of “managers, directors and
senior officials” for three years\textsuperscript{2}. The figures also show that universities employ more black staff as cleaners, receptions or porters than as lecturers or professors.

3. It is problematic that the professor of Black Studies at the University of Edinburgh is white. This is just one example of the lack of inclusiveness of people of colour within teaching staff.

Beliefs and motivating actions:

1. It is necessary to combat institutionalised racism in order to see a society that is inclusive of all minorities.
2. Curriculums in humanities subjects are not racially diverse. Many BME students report none or close to no people of colour in their reading lists.
3. It is currently very difficult for people of colour to enter academia in an already very white environment.
4. There are concerns from BME students that academic staff at universities are not diverse in terms of race.
5. There are concerns from students that academic staff are not equipped to deal with racism in the classroom and have experienced racism that has not been confronted.
6. Inclusivity of people of colour is vital in encouraging more people of colour to apply to Scottish universities.

Submitted with 20 student signatures

ii. Our Ability but not our Money – Financial Assistances to International Students in Need (Motion to NUS Scotland)

What will we do:

1. To submit a motion to the NUS including the followings:
   a. Conference Resolves:
      i. To reaffirm that education to all students, regardless of where they are come, should not be treated as a business.
      ii. To lobby universities and colleges to provide more accesses to scholarships and bursaries to international students.
iii. To urge the Scottish Government to provide tuition fee and living expense assistances to international students with financial difficulties.

iv. To set out a target of which 3% of international students should have accesses to Government’s, universities’ or colleges’ assistances to address their financial difficulties by the time this motion lapses.

v. To facilitate, in a long term, an accessible ability-based education to international students.

Background to this:

1. That International students are paying a substantially higher tuition fee when compared to local or EU students.

2. That the average tuition fee for international student in Scotland’s further and higher education institutions is seven times higher than that of home or EU students (before Student Awards Agency Scotland Funding).

3. That, however, international students’ accesses to financial supports (both in terms of scholarship and bursary) are strictly limited.

4. That, when compared to the average household incomes of popular origins of international students, university’s tuition fee alone equals 32% (USA), 225% (China), 52% (Hong Kong) and 1130% (India) of the respective annual household incomes.

5. That the high tuition fee rate places huge financial burden on the families of international students.

6. That the high tuition fee rate blocks overseas elites from pursuing quality education in Scotland.

7. That the rate of offer made to international students is significantly higher than that made to local or EU students³.

8. That the high tuition fee rate and the lack of financial support change the admission basis of international students from academic ability to financial ability.

Beliefs and motivating actions:

1. That education is a public good.

2. That it is inappropriate to treat the provision of education as a business.

3. That international student enjoys equality in opportunities in receiving education.

4. That allowing talented students from around the world to study in Scotland would benefit the local community and the sustainable development of Scotland as a centre of education.

³ In Edinburgh University, for example, offer rates of international students to home students in 2016 are as follows: business school (61%:9%), Economics (80%:18%), History (85%:28%), Law (51%:17%), Linguistics (77%:25%).

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5. That the education of global elites allows Scotland to pioneer world-changing ideas.
6. That the motive of generating profit from the provision of international education would undermine the quality of international students admitted.

Submitted with 20 Student Signatures

iii. Brexit – A Way Forward

**Paper D**

What will we do:

1. Edinburgh University Students’ Association and its representatives should work to lobby the Scottish and UK governments in whatever way possible to accomplish the following:
   a. Fee and funding status - The Scottish Government should provide a guarantee that it will fund EU-domiciled entrants who start studying in Scotland between 2018-19 and for the duration of their course.
      i. We welcome the Scottish Government’s guarantee to continue to fund EU-domiciled entrants for the 2017-18 academic year, and call for a decision on the funding status of entrants for 2018-19 to be made by spring 2017 to enable universities to provide accurate advice and guidance to potential students.
      ii. We strongly urge the Scottish Government to provide certainty that EU students starting their course at any point prior to the UK leaving the EU will continue to be funded under current arrangements for the duration of their course, even where this continues beyond the UK’s potential exit from the EU.
      iii. Without this certainty in the short term then there is a great risk that the number of EU students choosing to study in Scotland will decrease and this would have consequences for local economies and jobs, and be detrimental to society and education. EU students generated £414.1m for the economy and 3743 jobs in Scotland.
   b. Immigration Status - The UK Government should make an urgent decision on the post-Brexit immigration status of EU students who want to start studying at Scottish universities after the time that the UK officially leaves the EU.
      i. It is crucial that the UK Government makes a decision as soon as possible on the immigration status of students from the EU who wish to start courses in Scotland after the UK has left the EU. Only then can institutions and students start planning appropriately for any effects of the UK’s withdrawal from the EU.
ii. EU students make up 9.3% of the undergraduate and postgraduate population in Scotland’s universities, and they make up a higher proportion of postgraduate taught and postgraduate research students in Scotland than they do at undergraduate level. As such, a decrease in their numbers due to changes in immigration status potentially poses a challenge to the viability of certain courses.

iii. Changes in immigration status would also have a detrimental effect on Scotland’s economy, which could lose out on highly skilled EU graduates who currently are able to remain in Scotland and work after their studies.

c. Exchange and Mobility - The UK Government should seek continued access to Erasmus funding or establish an alternative scheme.

i. Around 1,600 Scottish students used ERASMUS in 2014-15 to study abroad, and the number of students from Scottish institutions taking part in Erasmus increased by 50% between 2007-08 to 2014-15.

ii. Student mobility provides a range of benefits to individual students and institutions. Living and studying in another country broadens students’ outlook and provides them with valuable cultural and social experiences, which make them more employable. Graduates with global outlooks are beneficial to society and to employers.

iii. The Erasmus scheme is open to non-EU members but it is linked to freedom of movement and as such, this must form part of the Brexit settlement. Without funding for study exchanges this experience will become unaffordable to most students and this will be a loss to education, society and the economy.

d. Post Study Work Visa - The UK Government should introduce a scheme, which provides international students with the opportunity to remain in the UK and work after completing their studies.

i. There is a concern that the number of students from the EU coming to study in Scotland will decline significantly after Brexit if they face international student fees, no loan facility to pay these and tougher visa restrictions.

ii. Under current arrangements, EU graduates can stay and work in Scotland and help meet demand for high skills and contribute to the economy. Stricter visa rules introduced over the last few years have already made the UK less appealing to talented international students.

iii. There is a consensus in Scottish education and politics that a post-study work visa should be reintroduced in Scotland. If there is any restriction on the mobility of EU students post-Brexit then the need
for Scotland to have a visa scheme that makes it an attractive destination for talented students will be even more important.

iv. As well as being of benefit to education, it would also help to address Scotland’s aging population, help to meet demand for high skills and contribute to the economy.

Background to this:

1. Edinburgh University Students’ Association campaigned to remain within the European Union

2. Given the recent rhetoric surrounding Brexit and the uncertainty regarding the situation that we face as a University and student body, it is necessary to establish our aims and outlook on the situation. These aims will provide the organisation with a core set of goals that it can focus on and work to achieve.

Beliefs and motivating actions:

1. We believe that students should feel welcome and be empowered to study and grow on this international campus.

2. We believe that students studying at the University of Edinburgh should be able study at partner institutions through the ERASMUS exchange programme.

3. We believe that EU students should not face political barriers to participating in the educational environment offered here.

4. We believe that freedom of movement should be defended.

5. We believe that upon leaving university, students should be allowed to remain and work in Scotland without facing significant legal or financial barriers.

Submitted on behalf of Association Executive

iv. Supporting the right to choose

Paper E

What will we do:

1. Affirm Edinburgh University Students' Association's pro-choice position, supporting the right of those seeking an abortion to make decisions about their own bodies

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2. Support the belief that all those seeking an abortion in the UK are entitled to free, safe and legal abortion, regardless of geographical location or ability to pay
3. Support campaigns to oppose any restrictions to current rights and access to abortion
4. Support campaigns to make access to, and experience of, abortion fairer for those who decide not to continue a pregnancy
5. Ensure that independently of the Students' Association's stance on this or any issue, all students who are pregnant and wish to access free, impartial and non-directional advice are able to do so through the Advice Place

Background to this:

1. Under UK law, abortion can be carried out up to 24 weeks in England, Scotland and Wales subject to legal requirements; abortion is permitted after 24 weeks if the pregnancy poses a risk to life
2. There is currently no legally protected right to abortion on request; two doctors must confirm that continuing a pregnancy involves a greater risk to physical or mental health than having a termination
3. Abortion is tightly restricted in Northern Ireland and can only be obtained if the pregnancy poses a risk to life and in some cases of foetal abnormality
4. Under the Scotland Act 2016, responsibility for abortion law was devolved to the Scottish Parliament
5. At present, those in Scotland seeking abortions after 18 weeks are required to travel to England to have this procedure
6. One in three women in the UK have an abortion in their lifetime (Abortion Rights)
7. Restrictive laws do not stop people from having abortions, they mainly make the procedure clandestine and often unsafe (Guttmacher Institute)
8. The Students’ Association previously held policy stating its pro-choice stance, and this motion largely restates the content of that policy

Beliefs and motivating actions:

1. The Students' Association is an organisation dedicated to representing the interests of University of Edinburgh students
2. As such, it should support the right of all students to choose what happens in their lives and what happens to their bodies, including the choice of whether or not to continue with a pregnancy
3. Abortion is a student issue because pregnancy is something that happens to students, and because the decision about whether or not to continue a pregnancy can influence how and whether students are able to access education
4. Threats to the right to choose are not uncommon; tactics against abortion, including street protests outside abortion clinics, are occurring in Edinburgh and throughout the UK

Submitted with 20 student signatures

~Access Break~
v. World Autism Awareness Day

Paper F

What will we do:

1. Light Teviot – and any other Students’ Association building possible – up blue every 2nd April to raise awareness for World Autism Awareness Day
2. Turn off the music in all Students’ Association buildings every 2nd April to raise awareness of accessibility issues faced by hypersensitive autistic students
3. Release a statement outlining why we are taking these actions and encouraging the university and other buildings in Edinburgh to do the same
4. Put up posters in Students’ Association buildings on the 2nd April explaining why the actions have been taken, to raise awareness and provoke discussion

Background to this:

1. Approximately 1 in 100 people suffer from autism or an autism spectrum disorder (ASD), and the number of diagnoses – particularly among young people – is on the rise. The National Autistic Society estimates then when the families of autistic people are included, around 2,000,000 people are affected by autism every day in the UK. World Autism Awareness Day is held every year on the 2nd April under a UN decree, and for the past 10 years the Light It Up Blue campaign has encouraged buildings to be lit up blue for the day

Beliefs and motivating actions:

1. Autism has a profound impact on young people attending university. It is a processing disorder, which means that their ability to learn is different to their neurotypical course mates and adjustments have to be made. The difficulties autistic people have in communication and social interaction can make integrating into university life, forming relationships and living independently a real challenge. Research has found that autistic students often avoid their students’ unions, partially due to the hypersensitivity many of them suffer in busy, noisy environments. Many can also find large communal spaces such as libraries inaccessible. As an "invisible disability," autistic people are often misunderstood and appropriate adjustments are not made by their peers or academic staff. One in five autistic children has also been excluded from a school and over 50% are in school considered inappropriate by their parents, making them less likely to make it into higher education.
2. Addressing these issues cannot be limited to one day, but a bold action can make a difference. Lighting our buildings up blue will send a message of solidarity with
students on the ASD, and can be used to encourage discussion on the issue, which may help students and staff address their own stigmas towards ASDs. Turning off the music in our union buildings may also make it that little bit easier for autistic students to come in and experience the environment they have a right to access. The Students’ Association can take the lead on improving accessibility for autistic people in Edinburgh, and hopefully our university and other institutions will follow our lead.

Submitted with 20 student signatures

vi. Edinburgh University Students’ Association Supports Gaelic Paper G

What will we do:

1. Develop a bilingual English/Gaelic Edinburgh University Students’ Association logo (giving equal prominence to both languages) to replace at the nearest opportunity the current monolingual logo in key positions (principal signage, website header, printed matter cover pages, screens, headed paper, merchandise etc.), and optionally wherever else space allows. If feasible, also develop a monolingual Gaelic logo for use in potential future Gaelic-only communication.

2. Develop and make publicly available a plan and timescale for the replacement of key signage in Students’ Association venues with bilingual signage in consultation with the University’s Gaelic Officer.

3. During the annual week-long Edinburgh Gaelic Festival (which is led and developed by the University), include Gaelic-language music on the playlist for Students’ Association venues.

4. Identify specific contexts that can be used as vehicles to use, promote, celebrate and normalise Gaelic (e.g. printed matter and events relating to the Highlands, whisky, Highland/cèilidh dancing etc.) and take appropriate action to ensure these are being exploited to this end.

5. Continually work on identifying opportunities for incorporating Gaelic into general communication.

6. Continue to offer opportunities for use and acquisition of Gaelic.

7. Declare and acknowledge in appropriate channels that Edinburgh University Students’ Association supports the aim of securing Gaelic as an official language of Scotland commanding equal respect with English, as per the Gaelic Language (Scotland) Act 2005.

Background to this:
1. The Gaelic Language (Scotland) Act 2005 established Bòrd na Gàidhlig, a body responsible for developing strategy for the development and promotion of Gaelic language and culture. The Bòrd prepares a National Gaelic Language Plan, and also has the power to ask public bodies to prepare Gaelic Language Plans outlining the actions they will take to work towards the aims of the Act. The University of Edinburgh has published and is following such a Plan, which includes commitments to create and develop opportunities for use and acquisition of Gaelic, as well to incorporate Gaelic into corporate identity and communication. We have already seen some of these put into practice, for example:
   a. the University flying bilingual Welcome/Fàilte banners;
   b. bilingual principal signage in the new School of Literatures, Languages and Cultures building;
   c. the issuing of bilingual tote bags to LLC freshers;
   d. a photography competition run by the International Office in which both the theme ("Faodail | Dùn Èideann: A lucky find | Edinburgh") and category titles were formulated primarily in Gaelic;
   e. development of a Gaelic University logo for use in Gaelic-related contexts and a commitment to explore incorporating Gaelic into the main logo at the next opportunity;
   f. publishing of a Bilingual Signage Policy stating that principal signage in Pollock Halls and the Main Library, as well as signage designating the names of buildings throughout the University will be replaced with bilingual versions as needed.

2. Edinburgh University Students’ Association offers opportunities for use and acquisition of Gaelic, but is currently lagging behind the University in terms of incorporating Gaelic into its identity and communication.

3. In a 2012 survey run by the University and answered by 1,853 individuals representing all schools and staff groups, 67.4% in total, or 70.2% of student respondents, rated supporting and promoting Gaelic as ‘very important’ or ‘quite important’.

4. In the same survey, 60.2% of respondents (1,116) were either taking a Gaelic course (2.3%) or indicated they are/might be interested in learning Gaelic (57.9%). Of this group of 1,116 respondents, 323 (28.9%) had a national identity from outside the UK or its constituent nations. Interest in learning Gaelic was strongest among those from Poland (83.3%), Greece (80.0%), the USA (79.5%) and China (76.9%) (all groups had at least 10 respondents). This corroborates the experience of An Comann Ceilteach/The Highland Society, which is often approached at activity fairs by

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http://www.ed.ac.uk/files/imports/fileManager/Gaelic%20Questionnaire%20Report%202012%20REVISED2.pdf

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international students wishing to learn more about Gaelic language and culture – they are assets that the Students’ Association should exploit.

5. 933 respondents (50.4%) favoured ‘increased visibility of Gaelic in public spaces (e.g. corporate/visual identity, signs, stationery)’ as an additional initiative for increasing the status of Gaelic.

6. The websites and logotypes of Aberystwyth University Students’ Union (www.abersu.co.uk) and the UCD Students’ Union (www.ucdsu.ie) may serve as examples of successful integration of a second language into contemporary and attractive branding.

7. The decline of Gaelic in Scotland is largely due to active persecution of Gaelic speakers by governing powers, be it in form of punishing and eradicating the use of the language in schools or the forced displacement of whole communities during the Highland Clearances. Edinburgh University Students’ Association has done great work in fighting the cultural oppression of women and BME and LGBT+ people, and we believe the cause of revitalising Gaelic fits well into this general policy. Declarations of support by influential institutions are especially important now that economic hardship threatens a rise in anti-Gaelic sentiment.

Beliefs and motivating actions:

1. The plan of action is designed to increase the visibility of Gaelic language and culture on campus and within the student community at little cost to Edinburgh University Students’ Association. It is also designed to normalise the use of Gaelic, presenting it not as a relic from the ancient past but as a living language relevant to today’s multicultural Scotland, and the world.

2. International students often express great interest in Scottish culture, including the Gaelic language, and the Students’ Association would benefit from marketing itself as a place where they can learn a bit about this, and where they can come into contact with real Gaelic as opposed to the likes of ‘slangevar’ and ‘usquabae’.

3. Explicitly stating that Edinburgh University Students’ Association considers Gaelic a part of its identity will send a powerful message of support to Gaelic speakers, learners and communities, affirming that the Students’ Association believes in a Scotland that cherishes both its Lowland and Highland culture and heritage equally, and that it will work to make sure Gaelic is welcome in the student community. This will become increasingly important as people going through Gaelic medium education reach university age.

4. It should be stressed that none of these actions are meant to diminish the importance of other languages and cultures in contemporary Scotland: however, Gaelic is the oldest continually spoken language in Scotland that finds itself endangered after centuries of oppression. Polish may be spoken by more people in Edinburgh than Gaelic, but independently on that, Polish is also an official EU
language with roughly 40 million speakers and full institutional support. Neither do we propose to promote Gaelic at the exclusion of Scots – in fact, we hope that the development of Gaelic sets the precedent for Scots to finally gain the legislative footing it deserves.

Submitted with 20 student signatures

vii. Making special circumstances more accessible

Paper H

What will we do:

1. Lobby the university to review their special circumstances processes to be more accessible and less punitive for students that are already struggling.
2. Lobby to adjust the current system so that students with pre-existing conditions known to the University do not have the burden of proving worsening condition.
3. Lobby the university to provide students with the results of their application before deadlines and exams to prevent heightening of any stress and agitation.

Background to this:

1. Students applying for special circumstances are already going through extremely difficult times. At present, the university’s policy towards special circumstances appears to be more of an obstacle than an aid to students getting the help and understanding needed.
2. Many students are deterred from asking for the help needed in fear of dealing with the current system.
3. There is a need for the University to take a comprehensive and holistic view on the care of students.

Beliefs and motivating actions:

1. Special circumstances are an essential part of the infrastructure that exists to support students experiencing exceptional difficulties.
2. The current system places unreasonable demands on students with pre-existing and deteriorating mental and physical health issues.
3. Extended periods of uncertainty regarding special circumstances applications cause unnecessary distress among students applying for it.
4. The university should work to support students to the greatest extent possible.

Submitted with 20 student signatures
viii. **Fund feminist street art on campus (Expenditure Request)**

*Paper I*

What will we do:

1. Give £700 to the Edinburgh University Students’ Association’s Women’s Liberation Group to help fund the flight costs for members of the Feminist Street Art Collective: Vienna to come to Edinburgh and hold street art workshops with women students and students of marginalised genders.

Background to this:

1. Feminist Street Art Collective: Vienna is an Austria-based feminist group with a focus on graffiti and other forms of creative activism. As well as running general events and workshops on a variety of themes, from street harassment to anti-fascism, they also offer bespoke workshops to groups looking to explore feminist and political themes through street art. The Collective has a special focus on reclaiming space in areas that are traditionally dominated by cis men (men whose gender is aligned with what was assigned at birth), such as the street art scene.

2. One of the Women’s Liberation Group’s major focuses this year is to (re)claim space and raise awareness of women’s issues, issues facing marginalised genders and feminist issues through art, for instance, by inviting the Collective to run workshops open to all women students and students of marginalised genders. Another focus has also been to diversify our methods of activism to be more creative, as has been raised in discussions with past convenors and students who have asked for more diverse forms of activism and ways of exploring feminist issues.

3. The workshops will involve learning about street art, developing a feminist street art concept, and finally creating a semi-permanent street art mural for display on campus - for the community and by the community. We aim for these workshops to be intersectional and to ensure that the experiences of women with disabilities, women of colour, trans women and women from other marginalised groups on campus are also reflected in our work.

4. The Women’s Liberation Group has already run events and campaigns this year focusing on taking up space for marginalised genders, which is in line with the Feminist Street Art Collective’s aims, such as the photography project #UnapologeticallyMe and Fight For The Night. Edinburgh University Students’ Association has supported multiple women-led and feminist projects and motions at Council, for example End Rape Culture and Lad Banter on Campus and Support Feminist Society Campaign. The Students’ Association has also supported campaigns such as No One Asks For It and Sexpression’s consent campaign, both of which have
had a focus on improving the experiences of women students and students of marginalised genders by tackling issues like harassment and rape culture. As such, this would only be an extension of the work Student Council and the Students’ Association already do to support women students and students of marginalised genders.

5. In order for the project to take place, the Women’s Liberation Group needs funding for the flights of the people coming to Edinburgh to do these workshops. The Group will be funding other resources (e.g. advertising, art materials, and refreshments during the workshops) from our own budget, but requires some extra financial aid for travel expenses from Student Council. With Student Council funding, we can also ensure that workshops are free for participants, which would mean they are accessible to all students regardless of income.

Beliefs and motivating actions:

1. The Women’s Liberation Group believes this is a project that will benefit all women students and students of marginalised genders as a form of work to take up space at the university and make our voices heard through an intersectional approach.

2. The Women’s Liberation Group believes that creative activism (in particular street art and wall murals) is often an overlooked form of activism, but one which can be more accessible and useful to many students than more “traditional” activism such as protests or petitions.

3. The Women’s Liberation Group believes that working with the Feminist Street Art Collective: Vienna is a great opportunity to create and foster feminist networks, communities and friendships internationally as well as within Edinburgh. We also believe this is a way of sharing knowledge and learning from people we might otherwise not get the chance to interact with.

4. The Women’s Liberation Group believes that the fight for women’s rights and the rights of people of marginalised genders is an international fight, and that by connecting with people across borders we are stronger and more successful for it.

5. With this money, we can ensure that the workshops are financially accessible and that members of the Collective, a group that also does not have much of its own funding, are able to come here and run their workshops without financial barriers.

Submitted by the Women’s liberation convener on behalf of the women’s Liberation Group

ix. Allocate £1500 to Sexcetera (Expenditure Request)

Paper J
What will we do:

1. Student Council will allocate £1500 to supporting Sexcetra (Title subject to change!)
2. These funds will go towards marketing of the week’s events and payment for speakers. Any unspent funds will be reimbursed

Background to this:

1. Sexcetra will be a week of events in late march focused on sexual health and general sexual wellbeing.
2. Sexcetra will be run by Sexpression, the Equal Opportunities Convenor, and The Advice Place, with input from VPSA, Women’s Liberation convenor and LGBT+ Convenor, and with involvement of a range of other societies and groups.
3. Sexcetra will aim to educate students on issues around sexual health and healthy relationships.
4. Sexcetra will aim to promote an open environment in which all topics around sex and relationships can be openly discussed.

Beliefs and motivating actions:

1. Sexpression receive overwhelmingly positive interactions at their Big Cheese stall, as well as high attendance at their events: there is clearly an appetite for events on this topic.
2. There is a lack of consistent Sex and Relationship Education (SRE) in the UK and further afield: there is a need for events on this topic.
3. Rapidly changing dating culture and rates of HIV and STI transmission among young people also show need for further education in this area.
4. That everyone has a right to inclusive and extensive SRE

Many other university unions hold some form of sexual health week, which generally receive high engagement.

Submitted with 20 student signatures

4. Report from the Societies Council for approval

Paper K
Societies approved by Societies Council
Australian Society
Psychedelic Society
# Student Council Expenditure Tracker

**September 2016 - May 2017**

Responsible: sabbatical officers

<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>
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<td>£6,000.00</td>
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<td>NUS demo buses</td>
<td>27-Oct</td>
<td>£1,650.00</td>
<td>£650.00</td>
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<td>Students oppose government's immigration clampdown</td>
<td>27-Oct</td>
<td>£200.00</td>
<td>£37.77</td>
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<td>Council elections</td>
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Total unallocated budget: £3,750.00