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

AGENDA

1. Welcome

2. Accountability
   Paper A

3. Motions
   i. Call for increased Edinburgh University Students’ Association and university support of the International Student Centre
      Paper B

   ~Access Break~

   ii. Elected positions for Postgraduate Research and Postgraduate Taught Representatives (Extraordinary Motion)
       Paper C

   iii. An End to Period Poverty on Campus
       Paper D
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>
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<table>
<thead>
<tr>
<th>Ordinary Motion</th>
<th>Motion does not become Association policy</th>
<th>Motion is referred to online ballot</th>
<th>Motion becomes Association policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraordinary Motion</td>
<td>Motion does not become Association policy</td>
<td>Motion does not become Association policy</td>
<td>Motion becomes Association policy</td>
</tr>
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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’s 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

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

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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 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 were presented at University Senate on Weds 1st Feb. Will be presented to Principal mid-April.</th>
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</table>

| Actions | • Held a Student Consultation session so students could give feedback on the recommendations made by the review. Unfortunately, not many students attended, so where possible we are circulating the Accessibility Policy to the students who attended the original interviews to gather feedback.  
• The recommendations were well received by students at the sessions, and Leah and I are broadly happy with them and think they are more positive and ambitious than we expected. Key points:  
  o Learning adjustments from the SDS will have ‘mandatory’ status, not ‘recommended’.  
  o Relaunch of Accessible and Inclusive Learning Policy (AILP)  
  o IT work already underway to improve the capabilities of IT system – essentially so it won’t all be done via email, and more complex things re data.  
  o Disabled GO, the leaders in this sector, have been commissioned to survey the estate re accessibility, and will create an app which will be ready by Welcome Week. Will be able to tell the user e.g. the location of the nearest accessible toilet. This survey work will also help the University to plan accessibility redevelopments in a more strategic manner.  
  o An annual audit will take place in schools to assess what proportion of adjustments are being implemented. |
Final draft of the report is being written. Will be finished and presented to the Principal mid-April.

**Next steps:**
- Meetings with heads of Colleges to discuss the report and get input.
- Collect student feedback re Accessibility Policy.
- Push for student input on AILP relaunch – if you’re interested, get in touch!

### Mental Health

**Summary**
A growing % of students are experiencing mental ill health. This is putting severe strain on the University Counselling Services, which is acting in a capacity it was never intended for as a result of the increased incidence and NHS cuts. Trying to look at preventative as well as reactive measures.

**Actions**
- Mental Health and Wellbeing Week 2017 is over; students’ mental health issues obviously are not.
- The Student Mental Health Strategy has been finished, and was presented both to Senate and to interested students a few weeks ago.
- The strategy is broadly positive but very vague. It sets out UoE’s aims and visions when it comes to student mental health and wellbeing.

**Next steps:**
- Implementation of SMHS: An implementation working group has been set up. I hope to get students as involved as possible on the implementation side of the strategy, including holding focus groups in schools to get students’ views on how they see the strategy being implemented. If you’re interested in this, let me know!
- On another note, various people have been in contact, sporadically over the last year, about the whether or not the Student Association has any kind of group support for those with mental health issues. We don’t, due to not having anyone trained to facilitate this. Group Counselling was something on my manifesto but hasn’t worked in the past when attempted by SCS. **If this is something you would be interested in**
**Sexual Health etc.**

<table>
<thead>
<tr>
<th>Summary</th>
<th>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.</th>
</tr>
</thead>
</table>
| Actions | • A member of Advice Place staff and I have been helping them explore why this may be needed, and how it could work.  
• The expenditure motion the group put forward to last council was successful.  
• Raquel and Erin from Sexpression are leading on this, and frankly I’m overwhelmed by their organization and professionalism. They are planning events such as a Sexual Health Fair, a BDSM discussion/workshop, a debate around PrEP, c:card outreach, and many other things. Get excited, tell your friends, and get in contact with me or them if you’d like to get involved. |
| Next steps : | • Continue being of any help I can to the core team on this project! |

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**Mooncups!**

| Summary | 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 |

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<table>
<thead>
<tr>
<th>Actions</th>
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</table>
| • 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!  
• Held a Mooncup information event (well, stall) during sustain.ED, which was really successful and I chatted to loads of people who were all very positive about wanting to get on the mooncup train.  
• I’ve since been contacted by various students (after my incessant social media posts on the topic) for answers and tips. So don’t be shy if you’re intrigued and have queries.  
• We’ve ordered more into our shops 😊 |

<table>
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<tr>
<th>Next steps :</th>
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<tr>
<td>• Save the environment one vagina at a time.</td>
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### Society Support

**Summary**

I’m VPSA, I love societies, I wanna support societies be great.

**Actions**

• I have spent the last 3 weeks messaging people about being an Activities Rep. If you’re reading this and it’s before 2nd March, go and nominate yourself! It’s a fantastic role that is a step up from being a society committee member, involves representation of many other societies and the chance to improve society support.

  More info here:  

  My blogpost about why the roles are in fact super exciting here:  

**Next steps**

• Get people to vote!
• Assess future of the WP fund for societies. Is there a better way to achieve the same objective?
• Chatting to Robin Drummond (Sports Union President) and the Institute for Academic Development (IAD) about how we can ensure that PhD students know they are welcome in (or rather, actively encouraged to join) societies and sports clubs.

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
• Done a little bit of promotion for LGBT+ history month (but honestly it’s mostly been Kai, big hand for Kai).
• There were 56 people at the Asexuality event! In a room that only holds 20! Definitely a fire hazard, but more importantly really exciting that so many people had such an interesting and engaged discussion on asexuality. (I did not organize this event but it’s such a big deal that I wanted to share it. Big up to Moyo and Julia for organizing it).
• Have been reaching out to people I think may be interested in running for the liberation officer positions.

Next steps
• Get people to vote for liberation positions.

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** | • After a semester and a half of nagging, the Advancing Gender Equality Working Group are creating a subgroup to assess childcare needs for staff and students with young children, and establish if more/different provision is needed.  
• More Student Parents coffee mornings |
| **Next steps** | • Work with Vivienne and Patrick to implement aforementioned policy. |

**Other:**

- **Sexual Harassment:**
  - Liaising with the University to ensure that more information is available to students who have experienced sexual assault prior to reporting, so that they know what the process will be.
  - Also assessing whether other methods of best practice at other Universities can be put in place here.
  - Good Night Out Training for Students’ Association frontline (hourly) staff is being reviewed and relaunched (hopefully with online content for ease of dissemination).

- **ESCA:**
  - Working in my capacity as an ESCA trustee to help develop additional HR policy they need.

You can always contact me with any queries on eusavpsa@ed.ac.uk or via facebook, where my name is Jess Husband Vpsa.

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Report from Patrick Garratt, Vice President (Academic Affairs)

LiberatEd
### Summary

Supporting students who are leading the LiberatEd campaign, and facilitating meetings with other students and School staff

### Current stages:

- Since last Student Council, workshops have occurred in the School of Literature, Language and Culture, and the School of Philosophy, Psychology and Language Science.
- Facilitating meetings with students who ran workshops Heads of Undergraduate Teaching, Heads of Department, and in some cases, Heads of School.
- Aims of LiberatEd now available on website.
- 'Women in STEM' society on inclusive teaching and women in academia and industry relating to STEM subjects, took place earlier this week.

### Next steps

- Supporting those students who will be speaking to course organisers within LLC, to influence the recalibrations of pre-Honours curricula, currently taking place as part of Teaching Programme Review
- Departmental meetings with the School of HCA
- Departmental meetings with the School of SPS
- Hosting open meeting with students and staff about LiberatEd at the end of March.
- Creating forums within CAHSS Schools so that students can run LiberatEd projects in the future.

### Postgrad representation

**Summary**

Consulting postgraduate taught and research students, and establishment of new postgraduate roles

**Update**

- Motion being presented to Council tonight is the outcome of several months of discussion with postgraduate representatives, students and University staff.
- Staff across Schools are now working on approach to requiring PGR committees, akin to staff-student liaison committees but specifically for postgraduates, following a successful proposal we submitted at one of the Senate Committees.

## BME Attainment Gap

<table>
<thead>
<tr>
<th>Summary</th>
<th>Supporting the BME Liberation Group with report to highlight BME students’ experience at the University of Edinburgh, particularly with regards to teaching practice and curriculum content</th>
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</table>
| **Update** | - BME Liberation Group Convener, Esme, has been running focus groups with students from across different disciplines, and across undergraduate and postgraduate level.  
- The Students’ Association is concurrently gathering data around both UK-domiciled, and non-UK domiciled BME students. The University holds this data but it hasn’t ever been analysed in depth. |
| **Next steps** | - We will support the BME Liberation Group as students steer the direction and recommendations of report.  
- When the report is ready, we will present the report to the University committees relating to Learning & Teaching, as well as the University committees relating to Equality & Diversity.  
- Using the motion which passed at the last Student Council, ‘Making Universities More Inclusive of People of Colour’, to lobby University staff members about need for curriculum reform, and to consider ways in which teaching practice across the University is addressed. |

## Supporting year abroad students

| Summary | Establishing better support systems for year abroad students |

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Update:
- Looking to secure expansion of funding into Big White Wall. Currently there are only a small number of licenses, but we are looking to push for an expansion of funding to provide Big White Wall access to every student across the University. This would therefore greatly help those students who are abroad who are struggling to gain access to their host institution’s facilities, or the University of Edinburgh’s facilities.
- Year abroad coordinator is being transformed, so that from next academic year onwards, personal tutors will be primarily responsible for pastoral issues, and a new role will be introduced within each School for overseeing how these personal tutors respond to students.

Next steps
- Continue to work with the International Office and the Students’ Association Global team to look at how information about partnered institutions is shared with students.
- Continue to take part in working group that looks, among broad themes, at how year abroad students are supported by their personal tutors.

Special Circumstances

Summary
Looking to get Special Circumstances Boards within some Schools to meet more regularly, to reduce the uncertainty that students have until the end of their semesters

Update
- Preparation for Senate Committee happening in mid-March. I will provide an update at the final Student Council.

What else has been going on?
- Election outreach – lots of it. The sabbatical officers have been running sessions on the elections across all campuses, and we will be very busy with this over the next few weeks.
- Helping establish ‘Reclaim Initiative’ on campus, and I recently spoke at one of their panel events. This is a group formed of academics and students who explore issues surrounding the commodification of Higher Education. Hoping that this will be developing more over the next few months.

- Took part in staff recruitment process for the new Representation & Democracy manager.

- Taking part in Estates Committee discussions to ensure that King’s students don’t face rip-off prices from new University-run catering outlets as part of the new buildings being drawn up.

- Busy few weeks on Senate Committees (academic committees), focusing largely on procedures around PhD supervisions. I’m aiming to do some work on this specific topic over the next few months so that the next set of sabbatical officers have an idea about what to push for with regards to PhD students’ academic and pastoral needs.

- Working with staff at Main Library to ensure space is available for students, particularly as the opening of the Lower Ground Floor has seen far more students using the library facilities.

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Report from Jenna Kelly, Vice President (Services)

Water Review Project

<table>
<thead>
<tr>
<th>Summary</th>
<th>Review of existing drinking water facilities in central and Kings campuses</th>
</tr>
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<tbody>
<tr>
<td>Achievements</td>
<td></td>
</tr>
<tr>
<td>Intern recruited</td>
<td></td>
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<tr>
<td>Review process underway</td>
<td></td>
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<tr>
<td>Survey sent out to students and staff</td>
<td></td>
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<tr>
<td>Next steps</td>
<td></td>
</tr>
<tr>
<td>To review drinking water policy of 2009</td>
<td></td>
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<tr>
<td>To establish existing facilities</td>
<td></td>
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<tr>
<td>To analyse survey results</td>
<td></td>
</tr>
<tr>
<td>To facilitate intern’s working within university and students association spaces</td>
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</tbody>
</table>
### Housing Outreach

**Summary**
Outreach with the Advice Place in the first 3 weeks of February

**Achievements**
- Housing Fair 13th February
- #morethanmarchmont video series promoted
- Move-in and move-out checklists compiled
- Housing Summit 25th February in Stirling

**Next steps**
Checklists displayed around buildings on campus
Event at parliament with Andy Wightman to be planned

### Santander Bike Hire Scheme Competition

**Summary**
Competition between 25 UK universities, to win funding from Santander for a city bike scheme

**Achievements**
- Placed in the 25 universities entered into the competition
- A team created with a university transport staff, sustainability staff, 2 engineering students and a sabbatical officer
- First workshop attended in Newcastle

**Next steps**
Attend the next workshop with the VPC-elect to begin handover of project
Write up business case in time for May shortlisting deadline
Recruit a larger team of students for the second phase of the competition; progression dependent

### ESSA project

**Summary**
The European Students Sustainability Auditing project
Achievements

- We will welcome ~16 students from Portugal and Lithuania to our campus, building links and celebrating cultural diversity
- The students will be fully trained in sustainability auditing in March
- The students will then be auditing the University of Edinburgh with regards to its sustainability

Next steps

Meet with the students, facilitating their work on campus and integrating their findings into tangible actions going forward

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

A workshop was held with members of the Med School Council about how to address their travel needs. Bus 41 subsidy secured for March 6 – April 7th between Kings and Central Area!

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: Continue to work with estates and college registrars to address different needs that students have. Especially around postgrad and underprivileged student bursaries for travel in the Med and Vet School.

**Development and Alumni/Mentoring Program**

<table>
<thead>
<tr>
<th>Summary</th>
<th>Various strands of work done around increasing the engagement of students with alumni</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievements</td>
<td>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.</td>
</tr>
<tr>
<td>Next steps:</td>
<td>Preliminary steps include linking cultural societies, the international office and the D&amp;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.</td>
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**Voter Registration**

| Summary | Working to ensure greater visibility of voter registration for students |

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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

Council Elections

Summary

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

Achievements

We have drafted a plan with the external campaign organisers and will be reaching out to hear from class reps/school reps about what their major issues or concerns are. We have engaged with NUS and an external organisation to begin to align our efforts around voter turn out and influencing manifestos.

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.

Changes to the Digital Experience
<table>
<thead>
<tr>
<th>Summary</th>
<th>A summary of the number of different items that will be changing in the next year/years as a result of Student Association input</th>
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</table>
| 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.  

We are also working with the surveys unit and people in student systems to capture opinions about how to better design MyEd for next year. More work on this to follow in the coming months and will be passed on to the sabbatical team next year. |
| 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@eusa.ed.ac.uk, my facebook name is “Alec EUSA Pres” or you can call me at 01316509405.
3. Edinburgh University Students’ Association Motions

i. Call for increased Edinburgh University Students’ Association and university support of the International Student Centre

Paper B

What will we do:

1. Edinburgh University Students’ Association should ensure that the University of Edinburgh recognizes and supports the International Student Centre (hereafter referred to as the ISC), as one of the few existing spaces most directly serving international students at this university. This involves ensuring university support for the international student community by preserving the services provided by the International Student Centre.

Background to this:

1. The ISC has built up a community for international students at this university spanning 20+ years, and continues to support students through the organisation of trips, events, and the facilitation of a community of international students at this University - both past and current.

2. The ISC is been asked to vacate its current location, 22b Buccleuch Place, without being offered a viable alternative space. Effectively, this will result in shutting down most of the services currently provided to support and build the growing international community at the university.

3. The services that the ISC offers to the University have been consistently recognised by students as a key element to make their transition to and their time in Edinburgh better, as indicated by the consistently high satisfaction rates on the International Student Barometer (96% for the year 2015/16). It is therefore important for the University to recognise the role of the ISC as a major contributant to the university experience of many students.

4. This is particularly relevant in relation to the university’s official commitment to increasing the international student numbers (for more details, see the Global Engagement Plan, the University Strategic Planning and Vision 2025). For this to be
successful, it needs to be accompanied by the improvement of current services such as the ISC, rather than cuts.

5. The ISC Lounge represents the core of ISC activities and of its community of international students.

6. While other services do exist at the university with the intention of improving the experiences of international students, the goal and subsequent success over the past 20+ years - evidenced by our extensive alumni community - of facilitating a community of international students holds unique to the ISC.

7. For more information on the ISC, please go to https://drive.google.com/file/d/0B5VhJUx5DW4gQUxDYjMwYmhQcUk/view?usp=sharing

Beliefs and motivating actions:

1. The university claims ‘#weareinternational’ and continues to call on more international students to matriculate while failing to put financial support and recognition towards services by and for them - such as the ISC - and continuing to raise international student fees (from £12,650/£16,650 in 2012/2013 to £17,700/£23,200 in 2017/2018 for new entry oversees students - for more information see http://www.docs.sasg.ed.ac.uk/fees/undergraduate_2017-2018.cfm?sorter=Programme_Name, http://www.docs.sasg.ed.ac.uk/fees/undergraduate_2012-2013.cfm and http://www.ed.ac.uk/student-funding/tuition-fees/previous).

2. This is an organization that has proven valuable through its existence as well as through its potential to grow as a space for international students. The loss of the ISC would be a significant loss to the support system provided by the university for students.

3. The significant yearly increase in tuition fees for international students across various degree programs should be represented in an increase in services meant to support students at the University of Edinburgh.

Submitted with 20 student signatures
ii. **Elected positions for Postgraduate Research and Postgraduate Taught Representatives (Extraordinary Motion)**

*Paper C*

**What will we do:**

1. Amend Edinburgh University Students’ Association ‘Student Democracy Regulations’ as follows:

   Part 1, Section C: ii) c), delete the word “five” and insert in its place the word “seven”;

   Part 1, Section C: ii) c), insert “6) Postgraduate Taught Representative” and “7) Postgraduate Research Representative”;

   Part 2, Section A: i) a) 3), delete the word “Five” and insert “Six”;

   Part 2, Section A: i) a) 3), insert “6) Postgraduate Research Representative”;

   Part 2, Section A: ii) a), insert “2) Postgraduate Taught Representative”.

**Background to this:**

1. Our Students’ Association includes over 13,000 postgraduate taught (e.g., Taught Masters) and postgraduate research (e.g. Masters by Research and PhD) students, who we currently fail to adequately represent in the same way we represent undergraduates since the vast majority of representative roles are filled by undergraduates.
2. Postgraduate students feel that their student experience is extremely different from the experience of undergraduate students, so they need to be represented on different issues.

3. The Students’ Association has consulted both postgraduate-taught and postgraduate-research students widely about ways in which postgraduate representation can be enhanced. Whilst there is postgraduate representation at School-level, they need university-level representation to address many additional issues affecting postgraduate students.
   a) Postgraduate taught students feel that they need to be represented on issues including (but not limited to): the lack of postgraduate taught community across the University, study space, social space, extremely high tuition fees, integration of both on campus and online distance learning students into the wider university, inconsistency of academic support including dissertation support, and issues arising from the short duration of their degree.
   b) Postgraduate research students feel that they need to be represented on issues including (but not limited to): inconsistency of academic support including research support, the lack of formal support for personal and welfare-related issues, the lack of postgraduate research community across the University, the allocation of desk space, social space, integration into the wider university, the provision of tutor and demonstrator roles, training and support for tutors and demonstrators, and issues arising from interrupted study in Edinburgh during field research.

4. The Students’ Association Sabbatical Officers have worked closely with postgraduate tutors over the past twelve months over a host of issues, including fair-pay, subject-specific training, and access to facilities. It is clear that having an elected representative for postgraduate research students would help the Students’ Association advocate for and represent this cohort in the future.

5. The best persons suited for representing these groups are postgraduate taught and postgraduate research students themselves.

6. Whilst University and College Union Edinburgh (UCUE) represent postgraduate students in terms of their working conditions, the Students’ Association has a responsibility to support their needs and welfare as students, and to ensure they are listened to by members of academic staff.
7. The Students’ Association has been establishing specific committees for postgraduate-research students within Schools, but there needs to be wider representation for postgraduates across University committees and across the Students’ Association.

8. The Students’ Association has been establishing more representative spaces within the University for postgraduate students, and has been developing strategies for increasing postgraduate engagement in the future.

9. The addition of these two elected positions would ensure that the Students’ Association provides more representative structures, which will mean that postgraduates are less likely to be forced to rely on undergraduates to present their concerns to University staff members.

10. Role descriptions for these new positions are currently being formed, based on the previous Postgraduate Convenor role and tailored to Postgraduate Taught and Postgraduate Research student needs based on consultations. The role descriptions do not need to be ready until September 2017, ahead of the by-elections.

Beliefs and motivating actions:

1. That postgraduates need more representative spaces across University-level decision making boards.

2. That postgraduates should not have to rely on undergraduates to address concerns across the University.

3. That student representatives must support those students who teach, particularly when many of these tutors and demonstrators are on precarious contracts, are provided with little training, and who currently have little representative input.

4. That the experiences of postgraduate taught and postgraduate research students are fundamentally different from each other and from the undergraduate experience, and therefore two separate roles are required to capture the vastly different set of needs and demands of these two groups.

Submitted on behalf of Association Executive
iii. An End to Period Poverty on Campus

Paper D

What will we do:

1. To lobby Edinburgh University for:
   a) Free access to menstrual hygiene products.
      i. These products include but are not limited to: tampons, sanitary pads, menstrual cups.
      ii. That these products shall be made available in male, female, and gender neutral bathrooms.

2. To lobby The City of Edinburgh Council for:
   a) A provision requiring public spaces to provide menstrual hygiene products within the same parameters and utilising the same definition as in Paragraph 1. a(i) and a(ii).

Background to this:

1. According to the Trussell Trust, approximately 1.2 million people across the UK go without necessary sanitary and toiletry products. Of the 133,000 people who made use of Scotland's food banks in 2015, "thousands" required access to hygiene products.

2. The average menstruating person uses 12,000 sanitary product in their lifetime, amounting to £230, including ONLY tampons, and not other necessary products.

3. Under the United Kingdom Workplace (Health, Safety, and Welfare) Regulations Act of 1992, requirement 21, entitled "Washing Facilities," paragraph 2, sections (D) and (E), workplaces are required to provide "soap and other suitable means of cleaning," and "towels and other suitable means of drying." This does not include menstrual hygiene products.

4. Under section 1 of the Public Health (Scotland) Act of 2008, it is mandated that it is the duty of Scottish Ministers to secure provision for protecting public health, which includes "contaminations; or other such hazards" determined to "constitute a danger to human health." However this act makes no provisions, nor any mentions in any way, to the public health problems created by the intersection of poverty and menstruation.
5. Edinburgh University Students’ Association, through The Advice Place, currently provides free sanitary products to those who seek it out.

Beliefs and motivating actions:

1. The ability of people to live in a healthy and hygienic manner shall not be limited by ability of those people to afford materials conducive to those ends.
2. That while the ability to receive free sanitary products from the Advice Place is and has been very beneficial, by not placing those products in bathrooms, a stigmatising divide is created rather than normalising the necessity of sanitary products for all people.

Submitted with 20 student signatures
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