Student Council

Thursday 24 November 2016, 6 – 8 pm, Teviot Debating Hall

AGENDA

General Meeting – 6pm

We’ll first be holding a General Meeting to consider and, if agreed, pass a Special Resolution to effect the outcome of some items from last year’s all member Referendum. You can read more on the Student Association’s website here.

Student Council – 6.30pm

1. Welcome

2. Accountability
   Paper A

3. Motions
   i. Special circumstances review
      Paper B
   
   ii. Nap pods and rest facilities
      Paper C

   ~Access Break~

   iii. Representing Student Voices in the Council Elections
      Paper D

   iv. Representing Student Voices in the Council Elections (expenditure request)
      Paper E

4. Societies Council Report
   Paper F
1. Welcome

Your guide to Student Council

What is Student Council?

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

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

Discussion of Motions

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

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

Voting

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

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

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

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

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

Safe Space Policy

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

Introduction

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

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

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

Code of Conduct

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

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

Safe Space Policy

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

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

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

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

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

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

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

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

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

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

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

Summary

Summary of 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 is now underway, focusing mainly on physical access, mainstreamed learning adjustments, learning profiles and interruption of studies. It is looking to be concluded by February 2017.</th>
</tr>
</thead>
</table>
| Actions | • Have sat on the review panel and continued to stress the need for student involvement.  
• Fed into summary of first session to ensure that it reflects the wishes and experiences of students and has concrete KPIs to properly measure the university’s improvement in this area over the next few years. |
| Next steps: | • Continue to ensure that implementation is measured as well as recommendations being made |

Mental Health

<table>
<thead>
<tr>
<th>Summary</th>
<th>Last year’s sabbatical team set up a £10,000 fund for mental health initiatives, and started Mental Health and Wellbeing Week. I want to continue this fantastic work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions</td>
<td>• Have put together a working group to oversee the planning of Mental Health and Wellbeing Week.</td>
</tr>
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</table>
**Sexual Harassment**

**Summary**

The No One Asks For It campaign was largely prepared by the outgoing sabb team. When we came in, we were really keen to ensure that the campaign had concrete changes in the background to change the situation around sexual harassment on campus.

**Actions**

- Developed a list of 6 asks for the Uni about policy and procedure around sexual harassment reporting, and am reaching out to other universities and relevant groups doing best practice in this area for feedback on our asks and how to achieve them. Overwhelmingly, we’re being told we’re asking for the right thing.
- Contacted Leith police about potential anti-sexual harassment work I heard someone down there was doing.

**Next steps:**

- Visibility stunt to raise the profile of the campaign.
- Continue asking uni for policy change

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**Kitchen Facilities in Study Spaces**

**Summary**

Installing kitchen facilities in the main library was something on my manifesto, and I’d like to just get as many students as possible able to make a cup of tea or heat up their lunch.
### Representation & Democracy

<table>
<thead>
<tr>
<th>Actions</th>
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<tbody>
<tr>
<td>• Have continued liaising with main library.</td>
<td>Looks optimistic, (if frustratingly slow).</td>
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<tr>
<td>• Have compiled a list of buildings in which</td>
<td>kitchen facilities are needed.</td>
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<td></td>
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<tr>
<td>Next steps:</td>
<td></td>
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<tr>
<td>• Reach out to staff in relevant buildings.</td>
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<tr>
<td>• Contact staff members in small schools that</td>
<td>already have easily accessible kitchen facilities for staff and enquire about possibility of</td>
</tr>
<tr>
<td>that already have easily accessible</td>
<td>opening these up to students on a pilot basis as staff/student collaborative spaces</td>
</tr>
<tr>
<td>kitchen facilities for staff and</td>
<td></td>
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<tr>
<td>enquire about possibility of opening</td>
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<tr>
<td>these up to students on a pilot basis</td>
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<td>as staff/student collaborative spaces.</td>
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### Housing – Private Rental Sector

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<th>Summary</th>
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<tr>
<td>Again, my manifesto talked about joining the national fight towards</td>
<td>rent caps and working to impose minimum standards on letting agents. I’m really keen</td>
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<tr>
<td>rent caps and working to impose minimum standards on letting agents.</td>
<td>that any campaigning done around this be sustainable time-wise, as this is clearly not an</td>
</tr>
<tr>
<td>I’m really keen that any campaigning done around this be sustainable</td>
<td>issue that is going to be outright solved by the end of my sabbatical term: Hence the need</td>
</tr>
<tr>
<td>time-wise, as this is clearly not an issue that is going to be</td>
<td>for anything of this sort to be concretely student-led.</td>
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<tr>
<td>outright solved by the end of my sabbatical term: Hence the need for</td>
<td></td>
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<tr>
<td>anything of this sort to be concretely student-led.</td>
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<tr>
<th>Actions</th>
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<tbody>
<tr>
<td>• Put on event to plan housing campaign, with</td>
<td>speaker from Shelter to advise on policy etc.</td>
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<table>
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<tr>
<th>Next Steps</th>
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<tbody>
<tr>
<td>• Support development of campaign</td>
<td></td>
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### Society Support

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<th>Summary</th>
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<tr>
<td>I’m VPSA, I love societies, I wanna support societies be great.</td>
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<tr>
<th>Actions</th>
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<tbody>
<tr>
<td>• Have piloted Featured Soc of the Week, looking to take that</td>
<td>further.</td>
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<td>further.</td>
<td></td>
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<tr>
<td>• Approved <em>many</em> new societies with Societies’ Council!</td>
<td></td>
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</table>
- As a trustee for ESCA, have helped in the development of a risk-management strategy, and going forward will be working on HR and training issues as well as general trustee duties.
- Have reached out to Festival of Creative Learning about society involvement with FCL (previously ILW).
- Advised many student groups on new initiatives and how best to take them forward, what support the Students’ Association can offer, and where to seek other forms of support.

**Next steps**
- Look at implementing featured Society of the Month
- Continue to look at society involvement with FCL, encourage FCL contacts in all schools to reach out to societies and liaise with societies on what kind of interaction and support would be useful from the schools/FCL.
- Due to the phenomenal increase in numbers of new societies, look at the support we offer an how this should be tailored to different types of societies etc.

**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
- Met up with Kai (LGBT+ Group Convenor) to chat about manifesto points and how to achieve them
- As part of the changes to democracy regulations and structure involved as a consequence of the EUSA referendum last year, have been looking at the role description of liberation reps, and how they interact with the relevant sabb and staff member. A model is being developed of how should this work in the future.

### Next steps
- Continue to support the reps, including with upcoming events such as Disability History Month.
<table>
<thead>
<tr>
<th>Summary</th>
<th>Actions</th>
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| 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 | Got an email round all teaching offices about the Student Parents and Carers Group, which has so far been forwarded on to various schools, which has increased the membership of the group significantly.  
Helped Vivienne to facilitate the first in (hopefully) a series of coffee mornings for student parents. |
| Next steps                                                             | Continue necessary lobbying for data and relevant policy change (e.g. library entry) around student parents                                                                                          |

**Report from Patrick Garratt, Vice President (Academic Affairs)**

**Student Partnership Agreement**

<table>
<thead>
<tr>
<th>Summary</th>
<th>Current stages:</th>
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</table>
| Establishing a Student Partnership Agreement                            | We have been drafting a Student Partnership Agreement with the University. Such agreements operate in universities across Scotland. This will serve as a reference point for all students and staff, which will affirm how students can work in partnership with the University. Crucially, there will be a section that will contain specific goals – agreed upon by the Students’ Association - that the University should be working towards, and which can be updated annually, as sabbatical officers change. This will allow all students to hold the University to account, and will ensure that there is a clear understanding between the Students’ Association and the University over, for examples, areas as broad as teaching practice and mental health and well-being.  
After consultation with staff from across the University, a draft was presented to one of the Senate Committees and got approval. |
Next steps

- We will be gathering input from School Conveners, Liberation Groups and Section groups over the next month, and then send the document round to those class reps who want to get involved.

Teaching Awards

Summary

We are about to officially release a report of the nominations for the 2014/15 Teaching Awards. This is immensely exciting. The whole report is not just an affirmation of good teaching, but more importantly demonstrates that students appreciate, for example, the breaking-down of staff-student barriers, support from postgrad and postdoc tutors, and student support officers. The results are not surprising, but it is because they come from students themselves that makes this report important.

Update

- We have been meeting with College staff about the findings, and have been planning how we will disseminate this report, and crucially, how to get students involved and excited about the report.
- The report will be officially released on December 1st. I will be running sessions for Course Organisers with the Institute of Academic Development over the next month, to articulate to staff what students want in teaching.
- We will sharing the results with other students' associations and unions across the UK, and will be putting the case forward that students are able to define teaching quality themselves. This is very much a national conversation at the moment, as the Teaching Excellence Framework is being adopted by universities across the UK.
- We are continuing to lobby the University to not engage with the Teaching Excellence Framework.

Postgrad and postdoc tutors

Summary

Working on the new Tutor and Demonstrator code, and establishing tutor and demonstrators liaison committees

Update

- I have continued to work with postgrad and postdoc tutors to ensure that the new Code for Tutors and Demonstrators helps address some of the problems
encountered particularly over the last twelve months. The revised Code will however not solve the issue of Schools failing to abide by University policy, so there will still be plenty more to do after it is ready.

- Currently in the process of using frameworks for Tutor & Demonstrator (T&D) liaison committees that operate in the School of History, Classics and Archaeology, and helping facilitate similar committees across all Colleges. For example, the Postgraduate Vice-Convener recently wrote a comprehensive report of the issues that tutors and demonstrators face in the School of Geosciences, as there wasn’t adequate scope for all T&Ds to come together. The Vice-Convener commendably organised these groups himself, and if he had not done this, there would have been little input from Geoscience tutors and demonstrators.

### Next steps

- The Students’ Association will help facilitate more of these group meetings over the next few months – ideally in three other Schools - and the intention is to then mainstream these committees into each School through University policy, so that by the start of the next academic year, tutors and demonstrators will have a specific space to share their views with academic staff.

### Supporting year abroad students

#### Summary

Supporting year abroad students

#### Update:

- Still in the process of embedding the transition workshops for year abroad students - led by the Institute of Academic Development - into second year curricula across the Department of European Languages and Culture (DELC)
- Embedding discussions about mental health awareness – as is currently the case in Japanese 2/4 workshops – into the second year curricula run by DELC. This should be ready by the middle of Semester 2

#### Next steps

- Plenty more to do, and it seems that there are still big issues around staff failing to communicate with students. Will be working more directly with the School Convener in the School of LLC to ensure that personal tutors are responding to students whilst they are away on their year abroad.
National Demo

Summary | National Demo
---|---

Update
- Coordinated the arrangements for students travelling down to London for the NUS UK and UCU National Demonstration, affirming the Students’ Association solidarity with international students and staff, and protesting against the sweeping changes being made to Higher Education, and the cuts made to Further Education.
- We brought a coach down full of students from our campus, as well as from Edinburgh Napier, Heriot-Watt, Queen Margaret University and SRUC.

Conferences/National Outreach

Summary | Conferences/national outreach
---|---

Institution/location
- Attended NUS Scotland zones conference
- Attended Enhancement-Themes Working group in Abertay

What else has been going on?
- The Students’ Association will be helping facilitate a joint workshop with students in LLC and HCA, and the BME Liberation Group, on the liberation of the curriculum over the next week, so that these discussions are more student-facing, and will lead to more workshops and events in Semester 2.

- Establishing the remits of the new sabbatical roles

- Working with College staff about what student representation at the College-level will look like in the future
- Sitting on the lecture recording procurement board, and will be more heavily involved from December onwards, when the Students’ Association will be taking part in groups to discuss the policy regarding lecture recordings, e.g. explaining to staff about the opt-out arrangements.

- Last week was a busy week for Senate Committees, which are the meetings that discuss academic policies across the University.

- The second School Convener forum was last week, and was another great example of School Conveners sharing best practice.

- Still sitting on the group to ensure that there is no longer a need for student to physically hand work in in CAHSS. This has encountered some issues, but on the whole is being implemented smoothly

- I have been liaising with students and Student Support Officers around issues that seem to have occurred due to the new harmonized extension policies. We don’t quite know the overall response to the changes – as many pieces of coursework are still due to be handed in - and we will be gathering more input from students between now and the end of the Semester.

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**Report from Jenna Kelly, Vice President (Services)**

**Summary**

Summary of activities since last meeting 27/10/16

**Halloumi Return**

<table>
<thead>
<tr>
<th>Summary</th>
<th>Featuring the halloumi burger on the Teviot menu</th>
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<tbody>
<tr>
<td>Achievements</td>
<td>• Halloumi burger is now featured on the Teviot menu</td>
</tr>
</tbody>
</table>
### Next steps:
To run online and interactive polls monthly for students to vote on the next month’s halloumi burger toppings, out of 3 options sent in by members of VegSoc. *(Head’s up: December’s options are salsa and guacamole, roasted red pepper and olive tapenade or sundried tomatoes and pesto. Vote from 16th-18th November online or interactively in the library bar coin-drop).*

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### #unapologeticallyme

#### Summary
Bodily autonomy campaign run in collaboration with Womens’ Liberation Group

#### Achievements
- 3 workshops with ~25 participants learning about photography and discussing issues relating to portrayal of bodies in the media, stereotyping and the photography industry
- Photographical outcomes curated by the participants of themselves, collected and printed

#### Next steps:
Launch night on 25th November and exhibition of the campaign from 25th November until 10th December. Both in Potterrow Dome.

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### Access to free drinking water on campus

#### Summary
To address the concern raised by students in the Social Responsibility and Sustainability (SRS) survey of a lack of free drinking water on campus

#### Achievements
- Funding secured for a 6-8 week intern; who will perform a gap analysis and communications project
- Close collaboration with the university’s estates and SRS departments

#### Next steps:
Recruit the intern and follow through on their recommendations, signposting to existing facilities and installing new facilities where they are lacking.
### Comment cards

<table>
<thead>
<tr>
<th>Summary</th>
<th>Facilitating student input into Students Association commercial outlets</th>
</tr>
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<table>
<thead>
<tr>
<th>Achievements</th>
<th>Implementation of comment cards in all outlets for student feedback and suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Digital version of the cards available for remote input</td>
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</table>

| Next steps | Collate feedback and assess best actions based on their content.                  |

### The Great KB Queue

<table>
<thead>
<tr>
<th>Summary</th>
<th>Taking on student feedback regarding the length of and waiting time in the queue for the shop at King’s Buildings; particularly relating to the sandwich deli.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Achievements</th>
<th>Assessed the quantifiable efficiency of creating a dual queueing system</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Secured a second till for the shop</td>
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</table>

| Next steps | Install the new till and monitor increase in customers served; also explore other options for further improvement. |

### Other

- Visited Leeds SU to tour their buildings and commercial outlets, taking away some best practices
- Planning for an alternative/not Big Cheese club night in Teviot Underground on Saturdays
- Judging for the Edinburgh Sustainability Jam 2016 with the Edinburgh University Sustainable Development Association
- Assessed the applications for the £4,000 SRS grant
- Work ongoing for the green festival, 16th-18th February 2017
- Partaking in conversations regarding central area building opening hours
- Secured 2 seats on the Renewable Energy and Low Carbon Options Review Group
Report from Alec Edgecliffe-Johnson, EUSA President

Summary

What follows are 4 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.

Participation Review

**Summary**

A detailed analysis of the barriers to involvement in Activities and Sport

**Achievements**

The £10,000 Widening Participation grant pilot was extremely well-received and was extremely oversubscribed. Over 180 students submitted applications for more than £18,000.

There is clearly a significant financial barrier to involvement in sports and activities.

The Participation Review is a follow-on from this grant and is focused on more general barriers to involvement, in addition to purely financial ones. Areas that will be considered include protected characteristics, barriers to students taking leadership roles and differences in barriers between societies, volunteering groups and sports groups.

**Next steps:**

Expansion of the widening participation grant in the years to come as well as slight alterations in criteria. A broad review and report on the issues noted above to be undertaken over the next 5 months.

**£5,000 Social Enterprise Grant**

**Summary**

Secured funding from the University for a £5,000 grant to help students start/grow social enterprise initiatives

**Achievements**

We launched the grant for capital funding for sustainable businesses with a specified social mission. This is in reaction to increased activity throughout the university and the difficulty in acquiring funding. Equally, it is to marry up our efforts with efforts by the University and an increased focus on social enterprise, social business and community activity. Applications close on November 20th.
Next steps:

We will be reviewing applications and holding a Dragon’s Den-style pitching event on Nov 28th. Following that I will be working with the Activities group to look at how they can support Social Enterprises in the future. This will be a large area of work for the Students’ Association over next few years as it is an extremely up and coming area in Scotland and Edinburgh.

### Mindfulness Program

<table>
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<th>Summary</th>
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<tr>
<td>Working with Chaplaincy in order to encourage more holistic approaches to mental health and wellbeing including mindfulness training</td>
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<table>
<thead>
<tr>
<th>Achievements</th>
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<tbody>
<tr>
<td>In partnership with the chaplaincy we secured £5,000 to subsidise two 8-week mindfulness courses. The first is running now and the second will start in January. This is a strong step in combating mental health and shows a continued commitment in approaching the issue in a preventative and holistic perspective.</td>
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<table>
<thead>
<tr>
<th>Next steps:</th>
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<tr>
<td>We will continue to feed into the University’s mental health strategy develop deeper partnerships with the Chaplaincy with an eye to equip students in combatting mental health issues.</td>
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### Broad consultation on student experience

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<th>Summary</th>
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<tr>
<td>Over the past 3 months I have conducted a broad consultation with a dozens of students, tutors, lecturers and professors on issues related to student experience and community at the University.</td>
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<table>
<thead>
<tr>
<th>Achievements</th>
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<tr>
<td>The consultations have been classified into 8 themes with a number of individual initiatives in each. All suggested have been carefully weighed to ensure they are achievable and will not face too much push back from staff.</td>
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<table>
<thead>
<tr>
<th>Next Steps</th>
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<tbody>
<tr>
<td>I will be presenting the findings and suggestions to University Court in early December and will be pursuing a number of initiatives over the course of the next 6 months in order to improve student experience in a support and in a wider context.</td>
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</tbody>
</table>
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. **Motions**

i. **Special circumstances review**

   **Paper B**

**What will we do?**

1. Have the University review Special Circumstances policy to:
   a) Take into account unique circumstances which impact upon student carers which adversely affects their performance in an assessment, or resulted in non-attendance or a non-submission for a scheduled assessment.
   b) Take into account unique circumstances which impact upon student parents which adversely affects their performance in an assessment, or resulted in non-attendance or a non-submission for a scheduled assessment.
   c) Reflect changes in Extension forms so as not to focus on the individual, making it clear that familial and caring responsibilities can impact upon academic performance.
   d) Reflect changes in Late Penalty Waiver forms so as not to focus on the individual, making it clear that familial and caring responsibilities can impact upon academic performance.
   e) Reflect changes in Special Circumstances so as not to focus on the individual, making it clear that familial and caring responsibilities can impact upon academic performance.

**What is the background?**

1. The University reviewed its Special Circumstances policy in 2016 without consulting students, and has thus not taken into account the diverse range of students which attend the University of Edinburgh. In the document, the University commits to supporting its students by taking into account illness, accident or other circumstances beyond a students’ control that have adversely affected their performance in assessment. Examples given which are likely to be accepted are (and these are specifically stated in the forms):
   - significant short-term physical illness or injury;
   - significant short-term mental ill-health
   - A long-term or chronic physical health condition, which has recently worsened temporarily or permanently
   - A long-term or chronic mental health condition, which has recently worsened temporarily or permanently
   - Bereavement or serious illness of a person with whom the student has a close relationship
   - A long-term relationship breakdown, such as a marriage
   - Victim of a crime which is likely to have significant emotional impact
   - Military conflict, natural disaster or extreme weather conditions.
2. These exclude circumstances which affect student parents and carers, such as:
   - Providing care during short or long-term illness when no other party can do so.
   - As an example for a parent, if a child has an illness, such as (but not limited to) a sickness bug they are unable to attend school and/or childcare. This could result in the student parent’s non-attendance, leaving mid-assessment or non-submission for a scheduled assessment due to additional caring responsibilities.
   - If a child or person for whom the student is responsible for care suffers from a mental health condition or requires additional support for personal, medical, physical reasons, and the responsibility is on the student to provide this, then this may impact upon the student’s academic performance.
   - A child or person for whom the student is responsible for caring sustaining injury. This could result in the student’s non-attendance, leaving mid-assessment or non-submission for a scheduled assessment.

3. These are only some examples of unique scenarios which are not reflected in the Special Circumstances policy and which can severely impact upon academic performance.

4. As well as the additional stress and time commitment, students have reported that they often have to stay awake 24/7 in order to prepare for/submit an assessment as they cannot neglect their caring responsibilities or their academic responsibilities, resulting in lack of sleep which again affects performance. These are circumstances which are outwith the students control and are not usual circumstances. There does not, however, appear to be a standardised response throughout Schools within the University. Some students have reported that they have been encouraged to submit special circumstances/extensions, while others have been told that these (or similar) circumstances will not be considered. This, therefore, needs to be laid out and made clear in the policy document to ensure uniformity throughout the University and to ensure that no student is left disadvantaged.

What beliefs motivate the actions you propose?
1. The student population at the University of Edinburgh are diverse and there is a renewed interest in Widening Participation to include more mature students (which will undoubtedly include parents) and young carers. Research has shown that these students can perform well academically, however their personal situations can impact upon their performance resulting in them dropping-out of University all together or not obtaining the classification of degree which they are capable. These proposals will not be putting this cohort of students at an advantage, but making the playing field more level.

2. I believe that the support given by some Schools should be uniform across all Schools at the University. The only way which this is possible is making it clear through policy and reflecting this on the relevant forms.

Submitted by the Parents and Carers convenor on behalf of the Parents and Carers Group
ii. Nap pods and rest facilities

Paper C

What will we do?

1. We are looking for endorsement from the Students Association, then to take the proposal forward to a round table discussion with the university's Commercial Services Department.

What is the background to this?

[Please see our 30 page Buchanan Institute proposal for detailed information: https://docs.google.com/document/d/1dzKmdu_4fJa8L4a7ErrJcpFMmEoYawwV93mRroaMf tQ/edit]

1. Low Student Satisfaction - Student satisfaction for the university is low (120th in the UK according to the 2017 Complete University Guide) and one major factor contributing to this can be student welfare and comfort. In order to improve the same, we wanted to explore how our institution could focus on improving wellbeing on campuses. In order to achieve this goal, we decided to investigate factors affecting well being, with a focus on tiredness and sleep deprivation among our students and the availability of rest spaces on our campuses.

2. Result of survey of 1,500 students - Around 93% of the students who responded to the survey have felt the need to nap on campus and support nap spaces. Due to lack of proper facilities, around 76% students have left campus to go home for a nap. Feedback from the survey has been overwhelmingly supportive of nap pods and rest facilities.

3. EUSA policies - To address the increasing problem of wellbeing and mental health, the Students’ Association has come up with some policies. For example, the subsidised eight-week mindfulness course and £140,000 investment in the Student Counselling Service. This solution is a positive extension of the services already offered by the university. We follow the Berkeley model, which this year set up 5 “REST Zones” with nap pods. The Berkeley student council justified the purpose of the nap pods as a means of creating a healthy culture where you have permission to take a break. We believe this is a major scope of the nap pods’ potential at our university. In the long run the implementation of such services will be beneficial to students as well as the university’s standing.

4. Wellbeing facilities provided by different schools do not resonate with the required demand and quality There is a lack of proper rest facilities and the ones provided are primarily used for social reasons and not for rest.

5. Implementation of Nap Pods and rest facilities by different universities A number of universities, including the Russell Group, have already recognised the lack of wellbeing facilities and to counter the same, have implemented the idea of Nap Pods and rest facilities on their campuses.
6. Academic Research- There is a wealth of academic research on sleep deprivation and its impact on wellbeing and productivity. Harvard Medical School’s Dr Charles Czeisler has argued that sleep is the “third pillar” of health directly linked with wellbeing and productivity. Dr Czeisler has highlighted the consequences of sleep deprivation on one’s health, productivity, alertness and awareness. While it is a priority to emphasise and encourage healthy sleep patterns, researchers acknowledge that also due to a variety of reasons people may not get a good night’s sleep and suggest forms of recovering during the day to reboost. In ‘Sleep Deficit: the Performance Killer’, Dr Czeisler argues: ‘Though there is no known substitute for sleep, there are a few strategies you can use to help sustain performance temporarily until you can get a good night’s sleep. ... Naps can be very effective at restoring performance, and if they are brief — less than a half hour — they will induce less grogginess upon awakening.

What beliefs motivate the actions you propose?
1. The nap pods proposal is a solution for tiredness and sleep deprivation on campuses; and in any case it is a positive extension of the services already offered by the university and the students’ association.

2. We follow the Berkeley model, which this year set up 5 “REST Zones” with nap pods. The Berkeley student council justified the purpose of the nap pods as a means of creating a healthy culture where you have permission to take a break. We believe this is a major scope of the nap pods’ proposal potential at our university. In the long run the implementation of such services will be beneficial to students as well as the university’s standing.

Submitted with 20 Student Signatures

~Access Break~

iii. Representing Student Voices in the Council Elections
   Paper D

What will we do?
1. The Students’ Association will launch a campaign around the forthcoming Edinburgh City Council elections in May 2017, with the aim lobbying current and prospective councillors and political party representatives to commit to supporting certain student Asks (outlined below) should they be elected.

2. We will mandate the Students’ Association to include the following in its list of Asks:
   a) That councillors impose rent pressure zones in areas of central Edinburgh with a high number of student inhabitants, in order to make rents more affordable.
b) That councillors assist in ensuring that organisations which provide support for survivors of sexual abuse and violence, such as the Edinburgh Rape Crisis Centre, are better funded.

c) That councillors work with the police department and local pubs, clubs and bars to encourage all staff to receive training on how to combat sexual harassment, and to allocate the necessary financial and human resources to make this happen.

3. Sabbatical Officers and the External Campaigns Committee will take a lead on advancing this campaign.

4. The External Campaigns Committee will produce a survey asking students what other issues they would like the Students’ Association to campaign on during the council elections. Issues arising from this survey could be raised at a future Student Council, in order to be included within the Students’ Association’s list of Asks.

5. We will work with Class Reps and Schools Reps to disseminate this survey and information about the council elections to their students.

6. The Students’ Association will use its online platforms, including its website and social media platforms, to promote the council elections to students and encourage students to register to vote.

7. We will work with the Students’ Association to collaborate with the student associations and student unions of other universities and colleges within Edinburgh in order to collectively advance the goals of this campaign.

What is the background?

1. The Students’ Association has campaigned on this matter during previous council elections and so should continue to promote student engagement with local government.

2. Levels of student engagement in elections, and particularly local council elections, is very low, which contributes to student interests being consistently overlooked within local government.

3. Organisations, like the Edinburgh Rape Crisis Centre, provide vital support to people who have experienced rape, sexual assault or domestic violence, however, many such organisations face continual funding shortages and are heavily reliant on volunteer fundraising.

4. Sexual harassment both on campus and within clubs and bars around the city is still far too high. A Students’ Association survey conducted 2011 concluded that “nearly 1-in-3 survey respondents reported experiencing sexual harassment”. 36.3% of these incidents took place in bars and clubs around Edinburgh. Such statistics are unacceptable and the council prioritise initiatives aimed at eliminating sexual harassment.

5. Housing prices in Edinburgh are on the continuous rise, now at twice the national average. The Students’ Association has taken on initiatives in the past aimed at reducing the price of university accommodation, however, this does not address the cost of accommodation within the private rental sector.
What beliefs motivate the actions you propose?

1. The Students’ Association has a responsibility to advocate for the interests of students within local government, and to encourage students to engage with local governance.

2. Having affordable housing is crucial to enabling students to adequately undertake their studies, and to improving the accessibility of higher education to poorer students.

3. As Edinburgh is a city with many students living within it, sexual harassment around the city affects a high proportion of students. Having adequate and well-resourced services locally available to support survivors of rape and sexual assault is crucial in enabling survivors to study at the University of Edinburgh.

4. Sexual harassment within pubs, clubs and bars is severely detrimental to the lives of students both on and off campus. It promotes an environment where it is deemed acceptable for this behaviour to happen which both demeans students and contributes to creating an unsafe environment. Having staff trained in how to tackle sexual harassment will help to reduce the amount that takes place and allow students to feel more comfortable within these places.

Submitted with 20 Student Signatures

iv. Representing Student Voices in the Council Elections (EXPENDITURE REQUEST)

Paper E

What will we do?

1. The Students’ Association will launch a campaign around the forthcoming Edinburgh City Council elections in May 2017, with the aim lobbying current and prospective councillors and political party representatives to commit to supporting certain student Asks (outlined below) should they be elected.

2. We will mandate the Students’ Association to include the following in its list of Asks:
   d) That councillors impose rent pressure zones in areas of central Edinburgh with a high number of student inhabitants, in order to make rents more affordable.
   e) That councillors assist in ensuring that organisations which provide support for survivors of sexual abuse and violence, such as the Edinburgh Rape Crisis Centre, are better funded.
   f) That councillors work with the police department and local pubs, clubs and bars to encourage all staff to receive training on how to combat sexual harassment, and to allocate the necessary financial and human resources to make this happen.

3. Sabbatical Officers and the External Campaigns Committee will take a lead on advancing this campaign.
4. The External Campaigns Committee will produce a survey asking students what other issues they would like the Students’ Association to campaign on during the council elections. Issues arising from this survey could be raised at a future Student Council, in order to be included within the Students’ Association’s list of Asks.

5. We will work with Class Reps and Schools Reps to disseminate this survey and information about the council elections to their students.

6. The Students’ Association will use its online platforms, including its website and social media platforms, to promote the council elections to students and encourage students to register to vote.

7. We will work with the Students’ Association to collaborate with the student associations and student unions of other universities and colleges within Edinburgh in order to collectively advance the goals of this campaign.

8. Student Council will allocate £400 to promoting student Asks within the council elections and encouraging students to register to vote. The breakdown of how this money will be spent is as follows:
   a) 1 Railings Banner (if displaying a banner is approved by the University) - £100
   b) 3 Kappas (or ‘pledge signs’) - £25
   c) 100 A3 Posters - £25
   d) 1000 A6 Flyers - £50
   e) 1 Pop Up Banner - £60
   f) Online Promotion - £50
   g) Contingency - £90

What is the background?

1. The Students’ Association has campaigned on this matter during previous council elections and so should continue to promote student engagement with local government.

2. Levels of student engagement in elections, and particularly local council elections, is very low, which contributes to student interests being consistently overlooked within local government.

3. Organisations, like the Edinburgh Rape Crisis Centre, provide vital support to people who have experienced rape, sexual assault or domestic violence, however, many such organisations face continual funding shortages and are heavily reliant on volunteer fundraising.

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5. Housing prices in Edinburgh are on the continuous rise, now at twice the national average. The Students’ Association has taken on initiatives in the past aimed at
Reducing the price of university accommodation, however, this does not address the cost of accommodation within the private rental sector.

**What beliefs motivate the actions you propose?**

1. The Students' Association has a responsibility to advocate for the interests of students within local government, and to encourage students to engage with local governance.
2. Having affordable housing is crucial to enabling students to adequately undertake their studies, and to improving the accessibility of higher education to poorer students.
3. As Edinburgh is a city with many students living within it, sexual harassment around the city affects a high proportion of students. Having adequate and well-resourced services locally available to support survivors of rape and sexual assault is crucial in enabling survivors to study at the University of Edinburgh.
4. Sexual harassment within pubs, clubs and bars is severely detrimental to the lives of students both on and off campus. It promotes an environment where it is deemed acceptable for this behaviour to happen which both demeans students and contributes to creating an unsafe environment. Having staff trained in how to tackle sexual harassment will help to reduce the amount that takes place and allow students to feel more comfortable within these places.

Submitted with 20 Student Signatures

**4. Report from the Societies Council for approval**

**Paper F**

**Societies Approved by Societies’ Council - November 2016**

- Chocolate Society
- Space Exploration and Astronomy Society
- Student Action for Refugees
- Breakdance Society
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