Student Council
Thursday 27 October 2016, 6 – 8 pm, Teviot Debating Hall

AGENDA

1. Welcome
2. Accountability
   Paper A
3. Motions
   i. Give Edinburgh students a voice: integrate voter registration and enrolment
      Paper B
   ii. Edinburgh University Students’ Association condemns anti-Semitism
      Paper C

~Access Break~

iii. NUS and UCU National Demonstration
    Paper D
iv. Students must oppose the UK government’s immigration clampdown
    Paper E

4. Societies Council Report
   Paper F
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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<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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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.
Student Council Safe Space Policy

1. Members are expected to respect the right of all students attending Student Council (and related meetings) and staff to enjoy EUSA as a safe space environment, defined as a space which is welcoming and safe and includes the prohibition of discriminatory language and actions.

2. EUSA operates a Zero Tolerance policy towards discrimination based on:
   a. Age
   b. Class
   c. Disability
   d. Gender and Gender Identity
   e. Marriage and Civil Partnership
   f. Political Affiliation
   g. Pregnancy and Maternity
   h. Nationality or Country of Citizenship
   i. Race and Ethnicity
   j. Religion and Belief
   k. Sexual Orientation

3. EUSA does not discriminate against anybody on the grounds that they are a sex worker (whorephobia).

4. All Council meetings shall be conducted with an assumption that the meeting shall constitute a ‘safe space’ for the conduct of debate, discussion and decision making.

5. 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.

6. All members are expected to conduct themselves in a manner which is respectful and considerate of the contributions of others. This is defined as:
   a. Allowing Council members to speak when called upon by the chair.
   b. Refraining from speaking over, interrupting, heckling, laughing at or otherwise distracting from the speaker who holds the floor.
   c. Refraining from hand gestures which denote disagreement or in any other way indicating disagreement with a point or points being made. Disagreements should only be evident through the normal course of debate.
   d. Avoiding using gestures which are not generally known or accepted by Council.
   e. Gestures indicating agreement are permissible, if these gestures are generally understood and not used in an intimidating manner.
f. Applause is acceptable when a motion is *passed* only, not if a motion fails to pass. Otherwise, agreement should be made clear within debate contributions.

7. Where any member of the meeting (including the chair) is violating safe space policy any student can call for a vote on their expulsion from the meeting.
   a. In the event that the expulsion of a member is called for, a vote shall be held amongst those members present.
   b. In the event that this vote passes by a simple majority of those in the room, the member shall be required to leave the meeting and the meeting shall not resume until the member has left.
   c. Such an expulsion will not last beyond the particular meeting concerned, unless the procedures laid out in the Good Conduct Regulations are invoked.

**Social Media**

Members are asked to pay attention to the effect that use of social media can have on whether EUSA and EUSA-related meetings constitute a ‘Safe Space’ for all members.

While social media is of necessity partly a ‘private’ space – someone’s Facebook or Twitter account are their own space, and therefore cannot be regulated by EUSA’s Safe Space policy in the same way as meetings; they also are ‘public’ spaces in that, particularly in the case of twitter, they are publicly available and searchable.

Social media messages, whether sent directly from meetings or related to what was said in those meetings can have the effect of making meetings regulated by the safe space policy feel unsafe to some members. Members are, therefore, asked to bear in mind the following guidelines:

- **Members in a semi-public forum when discussing matters relating to EUSA are also representatives of EUSA.**
- **Disagreements should be aired in a respectful manner:** it is often good to disagree; it is rarely productive to be disagreeable.
- **Disagreements, where they are to be aired, should focus on differences of opinion and not on individuals.**
- **When posting on social media sites, consider whether what you are posting would be something that you would say in a meeting regulated by the Safe Space policy, or directly to the person(s) affected. If not, consider the impact that this may have on other members and whether you really wish to post this comment in this way.**
2. Accountability

PAPER A

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>
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</table>
| Actions | • Have consistently stressed the need for student involvement, as such Leah Morgan and I are on the panel and the last panel had 2 consultation sessions with a total of 20+ student users. The next consultation day will also have student users, and I’ve created an online form for those students who want to feed into the next session on Learning Profiles but cannot attend: http://bit.ly/2ehzZsw Also gave student feedback from the first session in this blogpost: http://bit.ly/2doEr6O.  
• Committed to ensuring that the review doesn’t merely end up making a load of recommendations at the end. Therefore the plan is to make recommendations after each session and also oversee the implementation of said recommendations, to reflect the fact that in many areas the policy already exists, it’s the implementation that is lacking. |
| Next steps: | • Continue to stress the need for student voices to be involved in the process  
• Ensure that implementation is measured as well as recommendations being made  
• Support Leah Morgan and the Disability and Mental Wellbeing Group in their aims, to raise awareness of the experiences of disabled students on campus and therefore ensure that the Disability Review remains under user scrutiny. |
### Mental Health

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<th>Summary</th>
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<td>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 and take advantage of the fact that mental health issues are more and more in the spotlight, to establish improved support and a more positive environment.</td>
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<th>Actions</th>
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<tr>
<td>• Have plan for mental health and wellbeing week which has been fed into by liberation reps, president of Wellsoc, director of counselling service, and Deputy Secretary Student Experience. It will take place on w/b Jan 30th, probably continuing the award winning #letstalk campaign and with an overarching theme of how to help friends.</td>
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<td>• Sit on student mental health strategy group and am very keen to constantly stress that a strategy is great but it’s all about implementation on an individual-school level.</td>
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<td>• For this reason, I’ve also reached out to school reps to come up with one change they want to make in their school to improve students’ mental health.</td>
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<thead>
<tr>
<th>Next steps :</th>
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<tbody>
<tr>
<td>• Put together working group to oversee the planning of the week.</td>
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<td>• Reach out to societies with the opportunity of putting on dedicated mental health-related events during the week, especially collaborative ones.</td>
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<td>• Once school reps have replied with ideas of things to change, help them getting these things done with the self-imposed deadline of Metal Health and Wellbeing Week.</td>
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### Sexual Harassment

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<tr>
<th>Summary</th>
<th>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.</th>
</tr>
</thead>
</table>
| Actions | - We've all promoted the campaign and done outreach on all campuses.  
- I've linked up with Sexpression, who will be feeding into the training.  
- I contacted the 1752 Group, a lobbying and consulting group committed to eradicating staff-to-student sexual harassment in Higher Education, and discussed how best to approach the problem. As a consequence I’m now pressing the University for policy change – liaising with Alec and Chris Belous on what we want this to look like.  
- I've looked into the system put in place at Leeds whereby the Union linked up with the local Pubwatch scheme and the police to get staff in local pubs and clubs trained in dealing with reports of sexual harassment in their venues. Those venues then get an accreditation mark. I’m investigating how we might go about implementing something like that here. |
| Next steps | - Keep pressing university re policy  
- Contact police about mimicking Leeds’ scheme.  
- Review the Good Night Out training to update it in line with the No One Asks For It campaign, and gauge the feasibility of it being changed to video training (as with the society office bearer training) or including a video component so that staff joining the EUSA team at any time of year can be trained immediately |
### Kitchen Facilities in Study Spaces

<table>
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<tr>
<th>Summary</th>
<th>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.</th>
</tr>
</thead>
</table>
| Actions | • Am liaising with Information Services about the possibility of getting kitchen facilities in the Main Library.  
• Have reached out to School Reps to get information about what facilities are available in which schools |
| Next steps : | • Continue liaising with Main Library.  
• Once school reps have replied, act on information supplied to see where would be most useful for new facilities to be put in place.  
• Contact staff members in small schools that already have easily accessible kitchen facilities for staff and enquire about possibility of opening these up to students on a pilot basis as staff/student collaborative spaces |

### Housing – Private Rental Sector

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<tr>
<th>Summary</th>
<th>Again, my manifesto talked about joining the national fight towards rent caps and working to impose minimum standards on letting agents. I’m really keen that any campaigning done around this be sustainable time-wise, as this is clearly not an issue that is going to be outright solved by the end of my sabbatical term: Hence the need for anything of this sort to be concretely student-led.</th>
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<tbody>
<tr>
<td>Actions</td>
<td>• Learnt a hell of a lot more about Scottish private rental sector regulations and recent housing legislation!</td>
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</table>
- I went along to Kezia Dugdale’s surgery at Holyrood to chat about housing legislation, next steps for parliament and areas students could push on.

- Joined Living Rent, went along to AGM in Glasgow and am on the policy working group, reviewing the landlord registration policy.

- Been in contact with Shelter about Private Housing (Tenancies) Bill

- Contacted Andy Wightman and [insert name here] about future plans for housing. Andy Wightman is Green MSP for Lothian and the only Lothian MSP who sits on the Local Government and Communities Committee, the one which deals with housing. [insert name here] is an SNP MSP who is the convener of the committee. I’m waiting for a response from both.

- Am arranging housing event for interested students in which there’ll be a series of speakers to explain the current legislation around the Scottish private rental sector and tenants’ rights, as well as the impact of the upcoming Private Tenancies Bill, and potential areas for campaigning. There will then be, at this event, a sort of workshop based activity giving students the opportunity to share experiences and chat about the best areas to campaign on that would have a real impact in students’ renting experience. In the interests of creating an ongoing campaign that is student-led, attendees can put themselves forward to take a leading role in this campaign.

- Promoting movem as a landlord/letting agent review service

Next Steps

- Put on event!

- Help with development of campaign – ensure that a dedicated group of students take the lead and support them in this

- Keep interacting with relevant parties, including reaching out to ReAct and other organizations in the affordable housing/renters’ rights sector

- I’ll also be looking to do some work, probably in tandem with The Advice Place, around making students more aware of all of their rights as tenants. This will be prepared over the next couple of months ready to launch in the new year as students start to look for properties around February
### Society Support

<table>
<thead>
<tr>
<th>Summary</th>
<th>I’m VPSA, I love societies, I wanna support societies be great.</th>
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| Actions | `• Increased membership of Societies Council!`

- Took informal feedback from the event for society presidents and am working on implementing that feedback, e.g. investigating how rooms get put on the University room booking system (in the hope that more can be made available), improving communications about allocation through the block booking system, differentiating between all-student emails and office bearer emails.

- Working on plans for ‘Featured Society of the Week’ and ‘Society Achievement of the Month’ (working titles!). Based on suggestions from soc council, looks like the former will be to highlight an upcoming event and the latter will be to recognize an achievement, which is then an automatic nomination to Activities Awards.

- Encouraging collaboration between ESCA/RAG and societies, in an attempt to make more societies aware that ESCA can provide fundraising assistance, and to increase the presence of RAG week on campus

- Have reached out to the staff members taking a lead on organizing the Festival of Creative Learning (the festival formerly known as Innovative Learning Week(Ski Week)) in each school and enquired how much student involvement they’d like in their school’s week, in the hope of fostering society involvement and consequently a long-lasting society-department collaboration

| Next steps | Continue with all the above |
**Students' Association By-elections**

<table>
<thead>
<tr>
<th>Summary</th>
<th>October saw the by-elections taking place, which we worked really hard to promote and push voter turnout.</th>
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<tbody>
<tr>
<td>Actions</td>
<td>• Through encouraging more people to stand as candidates and in more positions (particularly among PG reps), as well as doing lots of VOTE outreach, we literally went from having ~700 voters in the by-elections 2015 to nearly 2000 in 2016. Go team.</td>
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<tr>
<td>Next steps</td>
<td>• Help everyone in their role!</td>
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<td></td>
<td>• Take feedback from the by-elections to planning for the March elections to ensure that in them as well we have high candidate turnout and increased voter turnout</td>
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**Liberation Group Support**

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<tr>
<th>Summary</th>
<th>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+).</th>
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<tr>
<td>Actions</td>
<td>• Met with all reps and advised on how to achieve their various manifesto points.</td>
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<td>• Got BME Ambassadors (a scheme first implemented at Birmingham University by now-NUS President Malia Bouattia, that focuses on getting BME students in contact with academic staff to give feedback on course content and help liberate the curriculum) included the University’s Race Equality Charter Mark Application, so that Esme can take this forward as she wishes.</td>
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</table>
• Reached out to school reps to hear about the provision of gender neutral toilets in each school, and identify any single-stall bathrooms that could be easily changed.

**Next steps**

• Meet up with the new LGBT+ Group Convenor (newly elected) to chat about manifesto points and how to achieve them

• Continue to help the other reps with their upcoming projects, e.g. Unapologetically Me, Disability History Month

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**Student Group Support**

<table>
<thead>
<tr>
<th><strong>Summary</strong></th>
<th>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</th>
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<tbody>
<tr>
<td><strong>Actions</strong></td>
<td>• Advised on how to achieve manifesto points</td>
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<td>• Set up meetings between reps and staff members</td>
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<td>• Pushed for a change to library policy re children of students (ongoing)</td>
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<td>• Am investigating if it would be possible to partner up with local nurseries</td>
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<td>• Have pushed University to follow in UCAS’ steps and start collecting data not only on student carers, but also student parents and potentially other areas. Am waiting to hear back from Information Services about this.</td>
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### Representation & Democracy

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<th>Next steps</th>
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<tr>
<td>- Meet up with Postgraduate Student Group Convenor and Part Time and Mature Student Group Convenor (newly elected in the by-elections) and discuss manifesto points</td>
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<tr>
<td>- Continue necessary lobbying for data and relevant policy change (e.g. library entry) around student parents</td>
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**Report from Patrick Garratt, Vice President (Academic Affairs)**

**Mid-semester feedback**

<table>
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<tr>
<th>Summary</th>
<th>Mid-semester feedback</th>
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</table>
| Achievements | - During Semester 1, all Honours students in every School will be given the opportunity by tutors in their seminars, workshops or labs to provide feedback to them regarding what they would like to see changed, or kept the same, about the teaching in their groups.  
- In the following week, staff will then have to articulate to students the suggestions and comments given to the rest of the class, explaining what can and what cannot be changed for sound pedagogical reasons, or due to the limitations of particular course objectives and outcomes.  
- The platforms for this feedback will vary from use of the TopHat system, to the use of postcards and sheets of paper – in all cases, these platforms for feedback will veer away from surveys, and will be more personalised and bespoke.  
- Sessions have been ran with academics by myself and staff from the Institute of Academic Development (IAD) to explain pedagogical benefits of mid-semester feedback. |

| Next steps | I will be speaking to class reps across all Schools between Weeks 6-8 to determine how widely established this process becomes, and more importantly, how staff engage with students on a more personal and direct level to discuss their teaching. I will be running more sessions for academics across all Schools about the need to give students more agency in the learning process, and will be linking this to the platforms for mid-semester feedback. |
## Lecture recordings

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<th>Summary</th>
<th>Lecture recordings</th>
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### Achievements

Following the lobbying of various sabbatical officers over the past three years, the University has finally accepted a business case for recording effectively all lectures from the 2017/18 academic year.

### Next steps

- Articulating to senior staff members in all Schools about the pedagogical and accessibility case to be made for lecture recordings, and to ensure that academics feel that the Students’ Association is working with them.
- Work with School Conveners and Vice-Conveners to ensure that all Schools are on the same wavelength about the proposals.
- Working on a Lecture Recording Procurement Board which will finish by the end of spring 2017.
- Work with Information Services to use lecture recordings as a platform that promotes interdisciplinary across all Schools.

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## Enhancing support for postgraduate and post doctorate tutors

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<tr>
<th>Summary</th>
<th>Ensuring greater support for postgraduate and post doctorate tutors</th>
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### Achievements

- Helped establish, particularly with the work that postgrad and postdoc tutors in CAHSS did over the last academic year, to form a review of the Code of Tutors and Demonstrators. Although the Code was initially going to be refined and slightly amended, we have now ensured that it will be rewritten – this is a significant step to giving the necessary support for postgrad and postdoc tutors.
- Now a sabbatical representative (me) on the Senate Research and Experience Committee, which is the group responsible for postgrad matters.
- Meetings with CAHSS over its medium-term plan for meeting the requests that were included in last academic year’s open letter.
- Addressing talks and discussion groups for new postgrad and postdoc tutors to explore what is best teaching practice for pre-Honours students.
Next steps

- Work towards ensuring that postgrad/postdoc tutors are paid for meeting students out with their tutorials and seminars (this is predominantly a Humanities and Social Sciences issue).
- Work towards ensuring that postgrad/postdoc tutors are provided *programme and discipline specific training* if they want it.
- Ensure that tutors, if needed, are able to be employed for more than six hours a week, provided that the University still fulfills its duty of care towards its tutors, and particularly when we know many tutors are forced to take up part-time work to afford their PhDs.

Liberating the curriculum

Summary

Following on the work from the previous sabbatical officer Imogen Wilson, the Students’ Association has been discussing with each individual School about the need to liberate the curriculum. The Students’ Association is working with Vice Principal for People and Culture, Jane Norman, by promoting the need for liberation of the curriculum across all disciplines.

Achievements

- Discussions with every Head of School and Head of Undergraduate Teaching across the University over summer, and introducing liberation as one the major strategic priorities on the University’s Senate Committees. This means that there will soon be a greater imperative for academics to consider ways in which the pedagogical process promotes liberation, equality and diversity, both in terms of content (CAHSS), and assessment and teaching (CSE).
- Facilitating projects in the School of Philosophy, Psychology and Linguistic Science (PPLS), and the School of Literature, Languages and Culture (LLC), whereby post doctorate researchers will find high quality texts by scholars from under-represented and marginalised backgrounds, which can be used in particular areas of Philosophy and English Literature.

Next steps

- Help the Institute of Academic Services find post doctorate researchers, either internal or external, to help projects in PPLS and LLC.
- Help students form student-led workshops in LLC and the School of History, Classics and Archaeology (HCA), with the BME Liberation Group, to encourage staff members to adopt a system similar to the School of Divinity, whereby for courses to be established, the reading list must satisfy a criteria within which the range of scholars form under-represented backgrounds is taken into account.
- Embed liberation within the Student Partnership Agreement I will be drafting with members of staff in the University over the next few months.
### Teaching Excellence Framework

**Summary**

Working to ensure that the University of Edinburgh avoids engagement with the Teaching Excellence Framework (TEF). The University has raised fees for prospective rUK and overseas students following the Scottish Government’s decision to allow universities to do so. The Association has pushed to ensure bursaries increase in line with the rise. However, the Students’ Association condemns the decision to raise fees. To oppose the fee rise will depend on collaboration with other students’ unions and associations, and NUS UK and Scotland. We are now working to rally against changing how quality is measured.

**Achievements**

- Worked on responses to the Government’s consultation on the Teaching Excellence Framework in summer.
- Using the results from the Teaching Awards Report, and working with other education officers in Scotland, to find ways in which the Scottish Higher Education sector can retain its own distinct way of assessing the ‘quality’ of education without engaging with the TEF.
- Spoken with academics across all Schools about opposition to changes, and have been establishing much closer links with the University and College Union (UCU) branch on campus.

**Next steps:**

I will continue to work with other education sabbatical officers in Scotland to maintain a united front against the TEF, and keep tabs on how the University of Edinburgh plans (or not) to adhere to the Conservative Government’s proposals.

### Supporting year abroad students

**Summary**

Supporting year abroad students
### Achievements

- Establishing ‘transition workshops’ with the Institute of Academic Development, which have been created to help bridge the gap between Honours and pre-Honours study – the output of these workshops will hopefully be relayed to year abroad coordinators.
- The code for Personal Tutors has been amended and sent out to all tutors, so that they are aware of the need to respond to emails from those students who are on their year abroad, and who may be away from Edinburgh on placement.
- The International Office will be working to ensure the feedback they get from students on their year abroad is fed through the appropriate channels at School level, so that changes are actually put into place annually through cyclical reviews.

### Next steps

- Continue to work with the International Office to establish digital platforms for direct contact between individual second year and fourth year students from the next academic year, so that year abroad experiences are more likely to be shared.
- Explore how departments in the School of Literature, Languages and Culture can embed education about mental health into the curriculum, as the Japanese department currently does, so that second year students are better prepared for issues they may face on their year abroad.
- Working with the Counselling Service to see how online Skype sessions can be better utilised by students.

### Issues

- In terms of working with the International Office, most of their staff are still unsure about the future of year abroad arrangements from the next academic year due to Brexit, therefore with this uncertainty, only so many amendments can be made to the current Year Abroad schemes.
- Moreover, staff who would usually be able to commit more time to gathering research from partner institutions abroad are thus less likely to commit their time to certain projects.

### Postgraduate taught outreach

### Summary

The Students’ Association is broadening its outreach to the postgraduate taught community.
### Representation & Democracy

#### Update
- Promoting and helping establish specific postgraduate-liaison committees in each School (ultimately the postgrad equivalent of Staff-Student Liaison Committees).
- Did a lot of outreach for the by-elections to get postgraduates involved.
- Spoken at plenty of postgraduate introductory sessions.

#### Next steps
- Lots more to do, but most of this work will start now, seeing as we now have newly elected Postgraduate Vice-Convener for each School.
- Will be working with members of CAHSS staff to explore ‘peeragogy’, and how postgraduates can establish more cooperative approaches to learning which give them more agency in the learning process.

### Post-study work visa

#### Summary
Following a cross-party working group report on the reintroduction of the post-study work visa in early 2016, the Students’ Association has been exploring if any concessions could be made for Scottish HE institutions, considering that immigration policy is not devolved.

#### Update:
- Not going well, ultimately due to the intransigence of the Westminster Government, Brexit and Theresa May’s ideological opposition to international students studying in the UK.
- The Students’ Association has met with Tommy Shephard MP to see what support the SNP can offer. The SNP are willing to put their weight behind any campaign that is launched, however, there is a slightly possibility that the University could try and provide some funding to sponsor and fund Tier-5 visas. These are however limited in scope. They can only be held by students from certain countries, and require significant buy-in from a host institution, such as the University of Edinburgh, as the University would have to effectively co-sponsor each individual student in a specific field of employment. If the University were able to do this, they would most likely be sponsoring overseas students who try and find work for firms that specifically recruit STEM students.
- We continue to keep updated with NUS Scotland, MPs, and the International Office about any significant developments, although we are not particularly hopeful at the moment.

#### Next steps
- To work with the Alumni Office and Careers Service to explore how overseas students can access databases that offer jobs specifically to overseas students, and most likely, to those who graduate from STEM disciplines.
- Keep talking to MSPs, including those in the Scottish Conservatives, whose approach differs from the Westminster Conservative Government’s unacceptable attack on international students.

### Continuing work to end the physical hand-in

<table>
<thead>
<tr>
<th>Summary</th>
<th>Sitting on the project board to ensure that all Schools follow through with Imogen’s work to end the physical hand-in, and giving talks to staff about it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievements</td>
<td>• Not much to report on, as this is more or less is happening as it should.</td>
</tr>
</tbody>
</table>

### Lord Apetsi Talk

| Summary | The Students’ Association hosted a talk on the rights of asylum seekers, refugees and migrants by Lord Apetsi, with People & Planet, and University of Edinburgh Amnesty International. |

### Class rep training and School Convener priorities

<table>
<thead>
<tr>
<th>Summary</th>
<th>Class rep training, and meeting with various School Conveners to establish and facilitate priorities for this academic year.</th>
</tr>
</thead>
</table>
| Achievements | • Class rep training has successfully been rolled out online this year, so most of the past few weeks has involved meeting with reps and clearing up issues, as well as running a multitude of workshops and lunchtime programmes about best practice for class reps.  
• Raising awareness of learning adjustments through the class rep system, so that in line with the Disability Review Working Group that Jess sits on, we will be able to establish which academics are not abiding by the IAD’s criteria for Learning Adjustments.  
• The first School Convener Forum was a success, and we’re hoping that this year’s group will keep each other in the loop and work together closely, particularly for those in CSE! |
Next steps

- I will be attending a variety of Staff-Student Liaison Committees over the next few months to establish best practice amongst School Conveners and class reps.

Conferences/National Outreach

Summary

Conferences/national outreach

Institution/location

- Attended NUS conferences in Lincoln and Liverpool over summer.
- Attended NUS Scotland Gathering in Stirling.
- Attended several Enhancement Led Institutional Review meetings in Glasgow.
- Attended SPAQRS outreach sessions and workshops, and I am now working closely with them on Student Partnership agreements.

Next steps

I will be contributing to NUS UK’s and NUS Scotland’s strategic approaches to Higher Education changes in the zone conferences, responding to both Westminster and Holyrood drivers.

Report from Jenna Kelly, Vice President (Services)

Summary

Summary of activities since office taken on 06/06/16

Meat-Free Mondays

Summary

Catering to vegetarian/vegan requirements in Students Association

Achievements

- Meat-Free Monday launched 10th October
- Teviot New Amphion hotplate
- 3-4 menu options every week
- Reduced promotional price of £4
Next steps: This will continue in the New Amphion indefinitely. Conversations have begun with the university to explore similar offerings/reductions on price of vegetarian options in their catering outlets.

**Meal Deal for less than £3**

<table>
<thead>
<tr>
<th>Summary</th>
<th>Meal deal price to match those available in stores outwith campus outlets</th>
</tr>
</thead>
</table>
| Achievements | • A new vegetarian meal deal was launched in week 1  
• The meal deal costs £2.90 |
| Next steps: | An extension of the range of fruit provided in the shops will be explored to make the meal deal even better value for money. We are additionally exploring the option of reducing the minimum spend on card in the shops to eliminate the concerns that a £2.90 meal deal raises in this context. |

**Investment Committee**

<table>
<thead>
<tr>
<th>Summary</th>
<th>To retain a seat at the university’s investment committee</th>
</tr>
</thead>
</table>
| Achievements | • An observational role has been agreed for the next committee meeting  
• This will occur on the morning of 22nd November  
• The convener has made clear the window for some student input into what the committee should be discussing  
• Post-November meeting, a meeting will be held with the convener and secretary to discuss the meeting |
| Next steps: | Consider other ways in which we can ensure the university is investing ethically such as encouraging the creation of a social impact investment working group. |
### Affordability in university accommodation

#### Summary
Developing a model for affordability in affordable student housing, in order to ensure that affordability is a core element of the university’s residential strategy.

#### Achievements
- Analysis of existing accommodation offering, resulting in 3 proposed models for the residential strategy in a long-term sense
- Affordable in the 1st model (the ideal model) is defined as total lease cost of £4000 or less for UG accommodation and £5000 or less for PG accommodation
- Proposal to Fee Strategy Group of an increase in affordable UG accommodation from ~9% to ~16%.

#### Next steps:
- Ensuring PG accommodation is considered equally
- Exploring avenues for methods by which to reduce rents both in the short term and in the long term
- Pushing for 25% affordable student housing as a strategic aim

### Edinburgh Student Housing Co-op

#### Summary
Working with the co-op to obtain university assistance in acquiring a new building for expansion.

#### Achievements
- Meetings arranged with university secretary, director of finance, director of strategic planning, vice principal student experience and director of accommodation services
- Deal tentatively arranged

#### Next steps
To sign the lease agreement and ensure all clauses and details within the agreement are aligned with the co-ops objectives and ensure their sustainability in the long term

### Other
- Collating research regarding the desire for a salad bar on campus
- Fortnightly work with StreetChange – local social enterprise – to help shape VP Communities role
- A new commercial director and festival manager have been recruited and begun working with the Students Association
- Hard launch of the safe taxi scheme
- Work ongoing for a green festival in February 2017
• Close collaboration with the vegetarian society for planned collection of their input to menu options and recipes
• Wheels in motion for a student housing event with other students unions in Scotland; provisionally in the new year

Report from Alec Edgecliffe-Johnson, EUSA President

Summary

Dear Student Council,

It has been a busy few months. The team and I have worked tirelessly in putting forth new initiatives, overseeing changes and acting to continue the ongoing work at the Association. All of our reports are but a snapshot of what has been accomplished. There is far more to say and we are all more than happy to elaborate if you wish to hear it. We spend a very large amount of time in committees and University meetings directing projects and representing the student perspective on structural and policy changes. Many of these changes cannot be reflected in these reports for the sake of brevity and context but they shape the future for students at this University.

It has been a challenging four months on both a local and a macro level. Brexit, poor NSS scores and fundamental changes to the HE sector shape our daily action and long-term strategy. It is a time of change and incredible opportunity for this University and this Association. We have seized that opportunity and, as our reports highlight, the result has been an incredibly productive four months for the Edinburgh University Students’ Association.

I sincerely hope that our dedication shows in our actions and in our successes. Please believe me when I say that the 40-hour workweek does not exist for us four sabbaticals. The “workday” does not exist. We blend our duties into our lives seamlessly and we put extraordinary amounts of time and effort into our roles.

What follows are 5 of what I consider the most important developments out of all that have been achieved during the past few months. 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.

Lastly, while I recognise that it is fairly early in the year, I would ask that you all begin to consider standing as sabbatical officers or as other elected positions. It is extremely rewarding work. There is honestly never a day when you don’t feel challenged, humbled and inspired. This Students’ Association really needs you.

All my best,

Alec Edgecliffe-Johnson
£10,000 Participation Grant

<table>
<thead>
<tr>
<th>Summary</th>
<th>£10,000 Participation Grant for students from lower-income backgrounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievements</td>
<td>In response to research that suggests that financial barriers are a significant impediment to student involvement in sports and societies, we have created a pilot fund for students from lower-income backgrounds to engage in sports and societies. Eligible applicants can bid for up to £100 for expenses like membership, kit, tournament related costs, transportation etc. Applications will close on October 30th.</td>
</tr>
<tr>
<td>Next steps:</td>
<td>This is a pilot program and if we are expecting to expand and develop it in the future if there is sufficient interest. We will also be conducting a broader participation review to identify other barriers to engagement in sports and societies beyond those that are financial in nature.</td>
</tr>
</tbody>
</table>

Fee Protection and Bursary Increase

<table>
<thead>
<tr>
<th>Summary</th>
<th>Fee status protection for current students and bursaries increase in line with rises for future students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievements</td>
<td>We lobbied heavily to ensure that the University’s plans to increase rUK fees did not apply for current students. As a result the University have not joined a number of Russell Group peer institutions in raising fees for current students and will be applying the fee rise to incoming students in 2017/18 only. Furthermore, we successfully lobbied the University to ensure that bursaries at all levels would increase so that students who are financially disadvantaged will not have to bear the increased cost of fees.</td>
</tr>
<tr>
<td>Next steps:</td>
<td>We recognise that the fee rises are indicative of changes in the sector as a whole, and we will be bring a motion to SC to join thousands of students and staff from across the UK to a National Demonstration at Westminster on Nov. 19th.</td>
</tr>
</tbody>
</table>
### 9-Month Ridacard

**Summary**

Lothian Buses 9-Month student Ridacard available this Sept. and Oct. (2016)

**Achievements**

We worked with members of University estates to push Lothian Buses to introduce a 9 Month Student Ridacard. This ridacard is *significantly* more affordable than the 12-month version and is in line with the academic calendar of thousands students.

This is in response to an understanding of the numerous problems with transportation across all of the University campuses. These problems include both transport to/between satellite campuses and transport to central campus from outside of the city.

**Next steps :**

We will continue to pressure the University for a more cohesive transportation strategy that addresses the issues that many students face on a daily basis, and continue to push for changes within Lothian Buses. This is a huge first step that will affect thousands of students, but it is still very much a first step.

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### New Library Spaces

**Summary**

358 new library spaces and a new lower ground level for students to study

**Achievements**

Following on from work from last year, we have been working with the library staff to secure 358 new spots in the library and a new Lower Ground area in which students can study. On October 17th the library opened the Lower Ground floor area to students and it has been met with overwhelmingly positive reviews. We understand the need for student study spaces in a campus that is chronically under-resourced.

**Next steps :**

We are continuing to work with the University to repurpose existing and to create new spaces for students to study and work in the central area and at other campus locations.
<table>
<thead>
<tr>
<th>Summary</th>
<th>Total votes in the by-election more than doubled YoY (2015-2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievements</td>
<td>After several weeks of hard work by all staff members of the organisation, dozens of lecture shout-outs and encouraging people to both stand and vote, total number of votes more than doubled from the by-election 2015. Additionally, the number of people standing in the elections increased significantly, particularly for the role of NUS Scotland delegate. This incredibly increase in votes is a strong indication of engagement and interaction with the Students’ Association. It is also a great sign for student representation and empowerment.</td>
</tr>
<tr>
<td>Next Steps</td>
<td>This is just the beginning. We need to continue to engage students with an eye to radically increasing the number of students voting in the March election (though perhaps not as radically as doubling!)</td>
</tr>
</tbody>
</table>

**Other/Quick Mention**

I said I would keep this report to the 5 largest developments, but I will put 10 extra here to pique interest. Please get in touch if you would like to learn more.

- We launched the EUSA App in order to help societies/volunteering groups and to keep people up to date with events and memberships. Available on Google Play and Apple’s App Store
- The Service Excellence Program is ongoing and will produce tangible changes to students’ digital and physical interaction with the University.
- We are working to implement the remaining changes to the democracy review and referendum from last year.
- We are working with the careers service to create a Development Hub for developing student skills.
- Go Abroad opportunities are being developed alongside the International Office. A plan for capturing and supporting more of the current activity go abroad activity is also being developed.
- We are piloting the use of the UoE events app to capture the talks, workshops and general events. You can download the UoE Events App to access talks from the schools that are currently participating (Business School, LLC and Economics)
- I am meeting with academics across the university to develop a strategy for increasing a sense of community on campus and in individual schools. This strategy will be brought to court in the coming months.
- A robust participation review is being planned and executed to analyse barriers for students from a range of different backgrounds.
• We are joining careers service, SIE, the entrepreneurship society, launch.ed and E-Club to host a social innovation Hackathon and Enterprise Week in mid-November.

• We have given the student perspective in the Mental Health and Wellbeing Strategy group and plans for a more holistic mental health strategy are being drafted

Thank you to you all for coming out to Student Council and making your voice heard and as always 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. Give Edinburgh students a voice: integrate voter registration and enrolment

PAPER B

What will we do?
1. Lobby the university to integrate voter registration and enrolment, so that students can choose to submit information via an online form for both matriculation and voter registration
2. Follow the ‘Sheffield Model’ implemented at other institutions and outlined in this document, where the university has an agreement with the council that allows it to collect data for voter registration via its existing online system for matriculation

What is the background?
1. Students register to vote in chronically low numbers; when students do register, they often do not do so at their term-time address
2. The move to individual voter registration in 2014 meant that many students who were previously registered dropped off the electoral register; an estimated 800,000 people in total were lost from the electoral register following the change
3. Chronically low turnout among young people has meant that governments have often failed to act in students’ interests, for example by raising tuition fees
4. Recent elections and referendums have shown a disconnect between the views of students and those of the majority of voters. While students and young people voted overwhelmingly to remain in the EU referendum, the national result did not reflect this
5. Voter registration has been integrated with enrolment at other comparable institutions across the country, including the University of Sheffield and University of Birmingham
6. At Birmingham, where this policy has been introduced, 2040 students had registered to vote during enrolment as of 1 September 2016

What beliefs motivate the actions you propose?
1. Students’ voices matter in deciding our future and should be heard. When students vote in lower numbers, it diminishes our influence and our say over how our country is governed
2. The low turnout of young voters in the EU referendum is not a reflection of students and young people caring less, but of a systematic failure to involve young people in the political process
3. Student participation in democracy and the electoral process is a good thing and should be encouraged
4. Integrating voter registration with enrolment will lead to greater numbers of students at the university registering to vote

Submitted with 20 Student Signatures

ii. Edinburgh University Students’ Association condemns anti-Semitism

Paper C

What will we do?

1. Edinburgh University Students' Association will reaffirm its commitment to fighting antisemitism and will condemn it in all its forms.
2. The Students’ Association will adopt the European Union Monitoring Centre on Racism and Xenophobia (EUMC) Working Definition on antisemitism (see below) as a document integral to identifying and fighting antisemitism.

- See amendment

What is the background to this?

1. 2016 has seen a rise in antisemitic incidents throughout the United Kingdom with CST noting a 11% rise in antisemitic attacks between January-June 2016.
2. In March 2016, antisemitic flyers were posted throughout the university, most notably in Kings Buildings, denying the Holocaust and calling it “The Greatest Swindle of All Time”.
3. In September 2016, more flyers were found in Edinburgh which incited antisemitic stereotypes and hatred.
4. In the past year, students, including elected Students’ Association representatives and NUS Delegates, have taken part in antisemitic behaviour.

What beliefs motivate the actions you propose?

1. At a time of rising antisemitism, Jewish students need the support and backing of their Student Association.
2. Jewish students have the right to define their own oppression.
3. Jewish students do not currently feel that the University of Edinburgh or the Student Association provides a safe space for them.
4. Several Jewish students have terminated their studies at the University of Edinburgh due to an unwelcoming environment.
5. The EUMC working definition of antisemitism is universally accepted as a guideline on what antisemitism is by the Jewish community and the international political community.
Submitted with 20 Student Signatures

AMENDMENT:

1. Amend point 2 of 'What will we do?' so it reads: "Edinburgh University Students’ Association will adopt an amended version of the European Union Monitoring Centre on Racism and Xenophobia (EUMC) Working Definition on antisemitism (see below) as a document integral to identifying and fighting antisemitism."
2. Remove point 5 of 'What beliefs motivate the actions you propose?'.
3. Remove the three bullet points listed below from the EUMC working definition:
   - “Denying the Jewish people their right to self-determination, e.g., by claiming that the existence of a State of Israel is a racist endeavor.
   - Applying double standards by requiring of it a behavior not expected or demanded of any other democratic nation.
   - Using the symbols and images associated with classic antisemitism (e.g., claims of Jews killing Jesus or blood libel) to characterize Israel or Israelis.
   - Drawing comparisons of contemporary Israeli policy to that of the Nazis.”
4. Remove the statement: "However, criticism of Israel similar to that leveled against any other country cannot be regarded as antisemitic" which appears near the end of the EUMC definition. This should be removed because it won't make sense once the three bullet points above it are removed- it will seem irrelevant and obvious.

APPENDIX TO PAPER C:

EUMC WORKING DEFINITION OF ANTISEMITISM

WORKING DEFINITION OF ANTISEMITISM

The purpose of this document is to provide a practical guide for identifying incidents, collecting data, and supporting the implementation and enforcement of legislation dealing with antisemitism.

Working definition: “Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.”
In addition, such manifestations could also target the state of Israel, conceived as a Jewish collectivity. Antisemitism frequently charges Jews with conspiring to harm humanity, and it is often used to blame Jews for “why things go wrong.” It is expressed in speech, writing, visual forms and action, and employs sinister stereotypes and negative character traits.

Contemporary examples of antisemitism in public life, the media, schools, the workplace, and in the religious sphere could, taking into account the overall context, include, but are not limited to:

- Calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion.
- Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as collective — such as, especially but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions.
- Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, or even for acts committed by non-Jews.
- Denying the fact, scope, mechanisms (e.g. gas chambers) or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany and its supporters and accomplices during World War II (the Holocaust).
- Accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust.
- Accusing Jewish citizens of being more loyal to Israel, or to the alleged priorities of Jews worldwide, than to the interests of their own nations.

Examples of the ways in which antisemitism manifests itself with regard to the State of Israel taking into account the overall context could include:

- Denying the Jewish people their right to self-determination, e.g., by claiming that the existence of a State of Israel is a racist endeavor.
  - See amendment
- Applying double standards by requiring of it a behavior not expected or demanded of any other democratic nation.
  - See amendment
- Using the symbols and images associated with classic antisemitism (e.g., claims of Jews killing Jesus or blood libel) to characterize Israel or Israelis.
  - See amendment
- Drawing comparisons of contemporary Israeli policy to that of the Nazis.
  - See amendment
- Holding Jews collectively responsible for actions of the state of Israel.
However, criticism of Israel similar to that leveled against any other country cannot be regarded as antisemitic.

- See amendment

**Antisemitic acts are criminal** when they are so defined by law (for example, denial of the Holocaust or distribution of antisemitic materials in some countries).

**Criminal acts are antisemitic** when the targets of attacks, whether they are people or property – such as buildings, schools, places of worship and cemeteries – are selected because they are, or are perceived to be, Jewish or linked to Jews.

**Antisemitic discrimination** is the denial to Jews of opportunities or services available to others and is illegal in many countries.

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**iii. NUS and UCU National Demonstration**

**PAPER D**

**What will we do?**

1. To request, dependent upon travel arrangements with other students’ associations, a maximum of £1,650 from the Students’ Association’s campaigns budget to subsidise the cost of coach travel to the NUS and UCU National Demonstration on 19 November.

**What is the background?**

1. In July 2016 NUS UK announced that it would be mobilising students for a National Demonstration to march for a fairly funded, liberated education. Students’ associations and unions across the UK are mobilising their campuses for students for the largest student and staff demonstration since 2012.

2. Academic and Support staff who are members University and Colleges Union (UCU) are assisting in co-ordinating the demonstration, and will be marching alongside students.

3. The UK Government is imposing some of the most fundamentally damaging reforms to the Higher Education sector in over two decades, attempting to link tuition fees to the quality of teaching, based more on employability than on teaching, thus changing how both staff and students value their learning.
4. Maintenance grants for students from low-income households, and for nurses who are undertaking degrees to work in the NHS, have been cut completely by the Conservative Government.
5. Further Education has faced consistently significant funding cuts, which is reducing the social mobility of young people.
6. Staff in the Higher Education sector are being forced to rely on temporary contracts, casualised work, and have seen a real terms fall in their incomes.
7. The contribution that overseas students make to our universities and wider civic society is being aggressively undermined, amidst rising xenophobic tendencies since the referendum to leave the European Union.

What beliefs motivate the actions you propose?

1. That education is a public good, and that individual students should not face significant financial burdens by studying at university.
2. That we should be supporting students who obtain places at universities through access courses at Further Education institutions.
3. That the interests and rights of staff and students are mutually reinforcing.
4. That students should visibly and collectively reject hostile attitudes towards overseas students.
5. That the Students’ Association should proudly celebrate its international diverse membership, and affirm its embrace of internationalism.

Submitted by Association Executive

iv. Students must oppose the UK Government’s immigration clampdown

PAPER E

What will we do?

1. Give People & Planet up to £200 for campaign materials including banner making, leaflets, posters and other related expenses to help run the Migrants’ Rights campaign on campus.

What is the background?

1. The asylum process in the UK is complex, bureaucratic and inaccessible. Most applicants are refused when they first attempt to apply for asylum - some 59% refused in 2015. The decision making process is poor as demonstrated by the courts having overturned Home Office decisions in 38% of asylum appeals in 2015.
2. In 2015, 14,832 asylum seekers were incarcerated in detention centres. Shamefully, around half of all asylum seekers are detained while they are in the process of applying for asylum. Despite the Government’s 2010 pledge to end child detention for immigration purposes, 154 children were imprisoned during this time.

3. The Yarl’s Wood detention centre is one particularly notorious example which detains women and children. Many detainees have commented on the sexual and physical abuse that happens within Yarl’s Wood.

4. Dungavel Immigration Removal Centre in Lanarkshire is set to close towards the end of 2017, however, it will be replaced by a new short-term holding facility near Glasgow Airport in order to facilitate the faster removal of asylum seekers.

5. The Students’ Association has a history of supporting campaigns and projects to advance the rights of asylum seekers, refugees and migrants; for example, Amnesty’s Equal Access campaign that achieved scholarships and bursaries for asylum seeker students (see ‘Support the Equal Access Campaign’). It has also recently delivered four van loads of student donations to the refugee camps in Calais.

6. People & Planet, Amnesty and Students for Justice in Palestine are running a joint campaign on migrants’ rights.

What beliefs motivate the actions you propose?

1. That all asylum seekers, refugees and migrants deserve to be treated in a just and humane manner and, accordingly, to have their human rights fully respected.
2. That asylum seekers, refugees and migrants are amongst the most vulnerable groups in UK society and are routinely demonised and dehumanised by the UK government and media.
3. That western and UK colonialism as well as more recent military interventions have had a profound and negative impact on many of the countries from which many asylum seekers, refugees and migrants originate.
4. That the UK Home Office’s border regime is cruel and repressive and that we must stand in solidarity with those asylum seekers, refugees and migrants affected by it.

Submitted with 20 student signatures

4. Report from the Societies Council for approval

PAPER F

Dermatology Society
EdDANCE
EdIntelligence
Emergency Medicine Society
Gin Society
Maritime Society
MedTech
Pathways for Peace
Student Anatomy Society
Student Surgical Society
The Columnist
Women in STEM
## Student Council Expenditure Tracker
### September 2016 - May 2017

<table>
<thead>
<tr>
<th>Description</th>
<th>Date approved at Student Council</th>
<th>Allocated budget</th>
<th>Spent to date</th>
<th>Remaining</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total at Sep 2016</td>
<td></td>
<td>£6,000.00</td>
<td>£6,000.00</td>
<td>£0.00</td>
</tr>
</tbody>
</table>

**Totals**

- £0.00
- £0.00
- £0.00

**Total unallocated budget**

- £6,000.00