

Student Council Policies Due to Lapse 2017-2018

This document lists the policies which are due to lapse in the 2017-2018 academic year. The Students' Association's Democracy Regulations state that policies shall be deemed to have lapsed after 4 years unless they are readopted by Student Council, or they are subsequently replaced, overturned or amended.

If any student wants to uphold any of these policies, **they must be submitted as a new motion** in the [usual way](#) by using the online form, where they will be debated in Student Council. If any motion is not resubmitted, it will automatically lapse.

Contents

Clarification of RUK fees in the case of independence	1
Help us – we can't get through!!!	2
Fair play, respect and decency in EUSA elections.....	3
Online Nominations.....	4
Higher Education Achievement Report (HEAR)	6
Support of Divestment in Companies Complicit in Israeli Occupation	7
EUSA supports the 3Cosas Campaign.....	10
Advertising Credit Unions and Discretionary Funds	11
Mandates for NUS Delegates	12
Motion to support sex workers	13
Voter Registration – Independence Referendum.....	15
Election Regulations – practical amendments	16
Birmingham Student Protests	17
Support Edinburgh Women's Rape and Sexual Abuse Centre.....	18
Disability Adjustment Schedules	19
Supporting Student Carers	22
Democratic Election Regulations.....	23
SAAS PG Loan Scheme.....	24
Zero Hours Contracts	26
EUSA is a feminist.....	27
Financial Services	28

Note: This policy relates to an event which has now passed. The Scottish Independence Referendum took place on 18th September 2014.

Clarification of RUK fees in the case of independence

What will we do?

1. To publicly **repeat** the call of Universities Scotland that: *“it is essential that, prior to independence day, the Scottish Government is able to give institutions robust, legally defensible certainty that a regime will be in place that enables a sustainable level of cross-border flow.”*
2. To demand that EUSA sabbatical officers write to the Scottish Government and request that they immediately release any legal advice held on whether they would be able to continue to charge students from the rest of the United Kingdom tuition fees in the event that Scotland voted to leave the United Kingdom.
3. Reaffirm our commitment to a free education, paid for through general taxation.
4. Mandate the sabbatical officers to lobby the government for the abolition of tuition fees and the forgiveness of all student debt.

What is the background to this?

1. The information, revealed under FOI, that Scottish students may be excluded from higher education because students from the continuing UK would be required to be treated equally to Scottish domiciled students, in the event that Scotland voted to leave the UK – widely reported in the media on Friday 21st March 2014.
2. The significant call from Universities Scotland for “legally defensible certainty” on this proposal, prior to the suggested day of independence, if Scotland votes to leave the UK.
3. The stated position of EU legal experts, the European Commission, and the former Director of Universities Scotland, that the Scottish Government’s policy to charge students from the continuing UK would be illegal under EU law, if Scotland votes to leave the UK.
4. That EUSA has previously committed to fighting for ‘Free, Fair, and Funded Education’¹

What beliefs motivate the actions you propose?

1. That there can be no discrimination under EU law on the grounds of nationality for students studying at Scottish Universities.

¹ EUSA, External Policy, Free Fair Funded Education, <https://www.eusa.ed.ac.uk/eusapolicy/external/freefair/>

2. Following the view of legal experts and the information disclosed under FOI, that the policy on student fees in the event of independence poses a significant threat to places for Scottish domiciled students.
3. This may lead to Scottish domiciled students being pushed out of university education, with the Scottish Government's own figures suggesting that more than 9 out of 10 Scottish students could be squeezed out of their places.²
4. That students face significant expense to study away from home, and the loss of educational opportunities inside Scotland could provide a significant access issue to tens of thousands of young people in Scotland.
5. That at present, Scotland has lower levels of progression to higher education than the rest of the UK for students from non-traditional educational backgrounds.
6. That a solution of raising tuition fees from all Scottish students is wholly unacceptable – as is the anticipated 97% fall in places for Scottish students in the scenario outlined in the FOI release.
7. Education is a right, and should be accessible to all free of charge and paid for through general taxation.

Passed by Student Council on the 3rd April 2014

Note: This policy has been achieved. It relates to an event which has now passed. Jawbone Walk has now reopened.

Help us – we can't get through!!!

What will we do?

Pressure and lobby the council to re-open jawbone walk. The Sabbs should update students weekly via social media on their attempts to speed up the council in resolving this crisis.

What is the background to this?

Jawbone Walk has been closed since early December. Having this piece of the pathway cut off adds another whole few minutes to the morning walk to lectures, one of the most crucial times to have extra minutes in the day. The rerouting around the paths means that students are haphazardly trying to run between cars to cross the road at a busy junction, putting themselves in danger. Additionally the path around the café is dark and not lit at all, so at night is scary and potentially unsafe.

What beliefs motivate the actions you propose?

It's probably more dangerous to run in front of cars than walk under the jawbones.

² Scottish Government, rUK Student Scoping scenarios, <http://www.scotland.gov.uk/About/Information/FOI/Disclosures/2014/March/scoping>

It can't be that hard to just take them away until fixed/forever.

It seems bizarre that they have left it SO LONG!

Passed by Student Council on the 3rd April 2014

Note: This policy has been achieved. As part of its Strategic Plan the Students' Association created an Elections Planning Group to oversee elections and review its election procedures. Since this policy passed the Students' Association has also conducted a democracy review which resulted in changes to its governance and officer roles. This required regulations to be updated. A new set of Election Regulations have been approved.

Fair play, respect and decency in EUSA elections

What will we do?

1. Mandate the EUSA sabbatical team to carry out a review of election rules and regulations in order to combat negative and/or inappropriate campaigning e.g. negatively attacking other candidates when doing lecture shout outs and whilst canvassing, as well candidate abuse/smear tactics on social media.
2. Based upon this review, the election subcommittee of the Trustee Board should react by amending its rules to make engaging in the above practices a serious and disqualifiable offence, with such behaviour being proactively condemned.
3. It will help pro-actively to embed a better culture within elections.

What is the background to this?

1. The 2013/2014 EUSA annual elections saw a number of regrettable and unacceptable tactics employed. This resulted in significant stress, damage and upset to a number of candidates. It even left many students and non-candidates feeling uncomfortable.
2. There were reports of nasty and smearing blog posts, social media posts, and canvassing conversations.
3. The current election regulations do not seem to adequately counter such detrimental behaviour and as such action is necessary.

What beliefs motivate the actions you propose?

1. Elections should be safe and democratic in nature, and not make candidates or student members feel intimidated or unsafe. The current electoral environment can cause harm to members' mental health e.g. triggering anxiety or depression.
2. EUSA's values should prompt our students' union to be as pro-active as possible when it comes to condemning, dealing with and reacting to unacceptable tactics and behaviour as recently witnessed in our 2014 EUSA elections.
3. Such behaviour as seen in the recent election damages the respect student's hold for EUSA and its representatives. It also turns students off being engaged in elections and student politics, which can only be damaging to turnout undermining EUSA's ability to be effective, inclusive and representative.

Passed by Student Council on the 3rd April 2014

Note: This policy has been achieved. Election Regulations were updated.

Online Nominations

What will we do?

1. Amend the Election Regulations so that instead of collecting signatures by paper and submitting their form in person, potential non sabbatical candidates could also nominate themselves online. However, there would be no requirement for non-sabbatical candidates to seek proposers of their candidacy.
2. The current nomination process for sabbatical candidates would remain as currently outlined in the Election Regulations.
3. Amend Election Regulations to read: Section 1.1, paragraph 2, delete and replace with: "Sabbatical Candidates must be nominated on the relevant form, and this form must be returned by the candidate in person to reception at Potterrow or King's Buildings House by the deadline advertised. Identification in the form of matriculation cards will be required at the time of submission. Non sabbatical candidates can also nominate themselves in this way or online at www.eusa.ed.ac.uk by the deadline advertised."

What is the background to this?

1. A former version of this policy paper was submitted to a previous Student Council and did not pass. The issue was hotly debated and there was a tension between the need for more accessible, democratic and transparent student politics and the need for students to prove the worth of their nomination by being supported by fellow students.
2. Sabbatical officers occupy a critical and fundamental position in the running of EUSA, and overall student politics, justifying the need for students to bring the proof of some support to their nomination.

3. Elections for some position tend to be plebiscites for one person standing, if there is anyone standing at all given the too often complex nominations procedures
4. A proposal was sent by electronic business to elected representatives in December proposing this change. A majority of respondents were in favor but not enough votes were cast to make it a quorate vote.
5. As part of EUSA's efforts to make the elections accessible and appealing to as many students as possible EUSA is taking forward a range of measures.
6. NUS supports the simplification of the nomination process to make student politics more equal and accessible.
7. Currently students who stand for election are required to collect signatures on a paper form and hand this in, in person, to EUSA reception at either Potterrow or King's Buildings House. Any candidate who is unable to hand in a nomination form in person must seek prior approval from the Returning Officer for any proposed alternative arrangements and the Returning Officer will only accede to such a request in exceptional circumstances.
8. Our elections procedures can be difficult for some groups of students who are unable to make it into the EUSA office to submit their form in time such as studying abroad, student parents or people who are unwell during the nominations period.

What beliefs motivate the actions you propose?

1. The proposed change would make the nomination process more accessible, particularly for groups of students who are unable to make it in to the EUSA office to submit their form in time, such as those who are studying abroad, student parents or people who are unwell during the nominations period.
2. Students would be better represented since the election process would not be as daunting as before while maintaining the need for aspiring sabbatical officers' to prove their commitment and dedication.

Passed by Student Council on the 3rd April 2014

Submitted by the Postgraduate Student Section Group

Note: This policy was achieved. The HEAR has expanded to include new categories including the Edinburgh Award and Peer Support.

Higher Education Achievement Report (HEAR)

What will we do?

- Mandate EUSA's sabbatical team to carry out a consultation to improve the HEAR (Higher Education Achievement Report) by widening what it can recognise.
- Mandate the VPAA to lobby the UoE for the expansion of the HEAR based upon the findings of the consultation.

What is the background to this?

- Last academic year, Academic Council voted to keep the HEAR but work towards its expansion.
- There is clearly appetite to ensure students are not sidelined or disadvantaged by the HEAR's narrow ability to recognise students' contributions whilst at university. It only accredits select activities and positions within EUSA societies/University Sports Union clubs.

What beliefs motivate the actions you propose?

- At EUSA, we represent all of our student members, we therefore need to ensure groups of students are not marginalised because their extra-curricular activities and responsibilities (e.g. caring) are not officially recognised by the University.
- The HEAR in its current form does not fairly represent our students' commitments and responsibilities outside of their academic studies, for example students who work or have caring responsibilities.
- There are clear ways that we can bolster the HEAR.
- The diversity of students' university lives and careers should be better accommodated, for reasons of fairness students should not miss out on opportunities in their future lives due to their personal or financial circumstances.

Passed by Student Council on the 3rd April 2014

Note: New policy on this topic was passed at Student Council in March 2016.

Support of Divestment in Companies Complicit in Israeli Occupation

What will we do?

1. Advocate divestment from:
 - a) companies that are complicit in the Israeli Occupation of the West Bank and East Jerusalem (i.e. companies that provide support for or weaponry to the occupation, companies that facilitate the building or maintenance of the illegal “annexation” wall and the demolition of Palestinian homes or companies that operate on illegally occupied land and within Jewish-only settlements);
 - b) companies that are complicit in the siege on Gaza; and
 - c) companies that are complicit in the systematic and institutionalised discrimination against Palestinians living within the declared state of Israel - until they end their involvement with these practices.
2. Mandate EUSA to lobby the university to divest from companies that are complicit in the Israeli occupation, the siege on Gaza and discrimination against the Palestinian population within the declared state of Israel, using the upcoming investment consultation to submit this recommendation and mandate a sabbatical officer to work with societies already campaigning on this issue as well as the BME liberation group.
3. Release a public statement of support for divestment from such companies as a tool of support and solidarity to Palestinians facing ongoing displacement, repression, oppression, discrimination and violence.

What is the background to this?

1. During 1947-1949 the majority of Palestinian Arabs were displaced from their homes in historic Palestine in an expulsion that was planned and systematically carried out by the founders of the state of Israel. Those dispossessed during this time (known as the ‘Nakba’) now make up a refugee population of over 5 million. They live without normal citizenship status and are denied their right of return to their home, despite UN resolution 194 which states that refugees must be granted the right of return.
2. UN resolution 242 calls for the “withdrawal of Israeli forces from territories occupied” in the 1967 war- West Bank and East Jerusalem which remain under military occupation and Gaza which is has been under blockade since 2007.
3. Israel has continued to build an “annexation” wall on Palestinian land, outwith the 1967 borders, contravening a ruling by the International Court of Justice in July 2004,

and causing forcible separation of Palestinian communities and further annexation of Palestinian land.

4. Within the occupied West Bank and East Jerusalem Israel continually expands Jewish only settlements, in direct violation of Article 49, paragraph 6 of the 4th Geneva convention which states that an “occupying power shall not deport or transfer parts of its own civilian population into territories it occupies”.
5. Since 1967 Israel has demolished over 20,000 Palestinian homes in order to sustain “quiet transfer” of the Palestinian population.
6. Israel has strategically placed settlements and settler only roads and other barriers to movement such as road blocks and checkpoints in order to isolate Palestinian communities and restrict freedom of movement. This prevents many from accessing educational institutions and medical care. This violates Article 13 of the Universal Declaration of Human Rights which states “everyone has the right to freedom of movement”.
7. Within the declared state of Israel (1948 borders) over 20% of the population are Palestinian, and are subject to over 50 discriminatory laws. They are not granted full Israeli citizenship and nationality. Over 100,000 of these Palestinians live in “unrecognised villages” and are deprived access to basic infrastructure such as electricity, water supply and sewage systems despite being a few miles away from Israeli towns and cities. Many of these communities are again at risk of further displacement under the Praver-Begin Plan to evict 40,000 Palestinians from the Naqab/ Negev Desert.
8. Archbishop Desmond Tutu wrote in the Guardian that he was “reminded of what happened to us black people in South Africa” and Jimmy Carter described barriers to movement as “even worse instances of apartness, or apartheid, than we witnessed even in South Africa”. John Dugard stated in a 2007 UN report that “there is an apartheid regime” and that “Israel’s laws and practices violate 1966 Convention on the Elimination of all forms of Racial Discrimination”.
9. In July 2005 170 Palestinian civil society organisations formed the Palestinian call for boycott, divestment and sanctions against Israel until it ends its illegal and discriminatory practices and acts in accordance with international law.
10. EUSA currently has policy supporting the Palestinian Right to Education Campaign which supports divestment from companies that are complicit in occupation, discrimination and violence as a tactic of solidarity and support. EUSA has also this year voted to fund Palestinian speakers from the Right to Education Campaign and Palestinian LGBTQ organisation AlQaws to speak in Edinburgh.
11. EUSA is twinned with Birzeit University Students’ Union, in the occupied West Bank.
12. There is a tradition of solidarity activism within the university population as well as wider society, in November 2012 over 1000 people, including a large number of students, demonstrated in Edinburgh against the Operation: Pillar of Cloud (“Pillar of

Defence”) which saw over 100 Palestinian civilians, including many children, in Gaza massacred with thousands more injured.

What beliefs motivate the actions you propose?

1. Governments that give one ethnic or religious group of people rights and privileges over a group with different ethnic and religious backgrounds, as Israel does must be seen as anti-democratic.
2. Equality and human rights must be upheld, and states that perpetrate violations of international law and human rights abuses should be held to account and pressured to change their practices.
3. Recognition of universal human rights and an end to Israeli policies of separation are key to the realisation of a lasting and meaningful peace in Palestine/ Israel.
4. Israel is wrong to have institutionalised two distinct legal regimes and separate infrastructures within the occupied West Bank and East Jerusalem for the Jewish settler population and the indigenous Palestinian population, in violation of international law including the Fourth Geneva Convention.
5. Israel must cease its systematic and institutionalised discrimination against Palestinians within the declared state of Israel (1948 borders).
6. Israel must also cease its systematic discrimination against black and ethnic minority Jews including Ethiopian and Mizrahi communities, and non-Jewish asylum seekers within the declared state of Israel.
7. That Israel should implement all international law that it currently violates, including giving Palestinian refugees the right to return to their homes and receive just compensation.
8. Palestinians must be allowed access to resources such as schools and hospitals, as well as access to their holy sites, including the Al-Aqsa mosque and the Church of the Holy Sepulchre in Jerusalem and the Ibrahimi Mosque in Hebron.
9. That it is our responsibility to stand in solidarity with the oppressed, and lobby our own institutions and governments to pressure Israel to end its discriminatory practices, illegal occupation and the siege on Gaza, as well as pressuring companies that are complicit in the above to cease such practices and uphold human rights and international law. Divestment is one of the major forms of action that has been called for by Palestinian civil society, and hence showing meaningful solidarity requires us to follow this request.

Passed by Student Council on the 27th February 2014

Submitted by the Black and Minority Ethnic Liberation Group

Note: This policy relates to an event that has passed. The Students' Association would not be able to donate to a cause that is not directly related to students as students as this would breach charity law. Edinburgh University Students' Association is a registered charity and as such legally required to spend resources on its beneficiaries. This is often referred to as 'students as students'. This means that although we can discuss matters and adopt political stances not relating directly to our members, we are restricted in the resources we can use on such matters.

EUSA supports the 3Cosas Campaign

What will we do?

1. EUSA will donate the sum of £300.00 to the 3Cosas Campaign fund.
2. Place a message of support for the 3Cosas Campaign on the relevant section of the EUSA website.

What is the background to this?

1. Workers outsourced to the University of London by Colefly GDF Suez are responsible for cleaning, security and maintenance.
2. They do not have the same provisions for sick pay, holidays and pensions as colleagues employed directly by the UoL, and have formed the '3cosas campaign' in order redress these inequalities in the workplace.
3. The 3cosas workers are currently involved in strike action against their employers.
4. Their demands are:
 - a. The recognition of their union (Independent Workers of Great Britain), by Colefly GDF Suez and the UoL
 - b. Entitlement to the same sick pay, holidays and pensions as directly employed colleagues
 - c. Priority status regarding new relevant vacancies for those workers who will be made redundant by the upcoming closure of the 'Garden Halls of Residence' at the university.
5. They have requested monetary donations to fund the campaign.

What beliefs motivate the actions you propose?

1. We note that it is current EUSA policy to support all industrial action taken on university campuses (Their Jobs, Our Education policy)
2. We believe that EUSA should show support for the 3Cosas campaign by sending a financial donation of £300.00
3. The 3Cosas campaign has already had some success regarding the improvement of sick pay for outsourced workers at the UoL and has the capability to further and successfully redress the inequitable conditions of the university workforce.

Passed by Student Council on the 6th February 2014

Note: This policy was actioned.

Advertising Credit Unions and Discretionary Funds

What will we do?

1. To place a notice in general newsletters toward semesters' end that promotes credit unions and discretionary funds from the Advice Place, with wording similar to the following, amendable by EUSA President and VPSA in consultation with motion proposer and the Advice Place:

"Is debt making Uni more difficult for you? Credit Unions are a sustainable form of debt, with manageable levels of interest. Contact the Advice Place and talk to them about making your debt sustainable and accessing discretionary funds."
2. To stock the Advice Place with information & leaflets about joining credit unions open to students in Edinburgh.

What is the background to this?

1. The vast majority of students at The University of Edinburgh are undergraduates, making up 71% of the student body. A large number of students leave home to attend University and lack significant experience with managing financial products.
2. A new tranche of financial products based on short-term high-interest debt have started to be marketed to students under terms such as 'payday loans', intending to give borrowers a short term cash boost up until their next receipt of income. Such products have been seen to perpetuate debt cycles and further risk the financial health of borrowers.
3. Students are an attractive market to financial services firms and as such are heavily targeted with introductory offers and low-cost debt to attract custom.
4. The cost of living continues to increase and with more students facing increased cost to higher education, more students need to take out loans to make ends meet.
5. The Advice Place currently offers guidance on debt consolidation and dealing with emergency debt situations.
6. Alternative options to short-term debt such as a EUSA 'emergency loan' are available at a lower cost to students.
7. Credit unions are organisations set up for the benefit of their members who are encouraged to save a regular amount in the credit union and build their savings which in turn allows other members to borrow money from this pool at rates well below the market average. In fact unlike payday lenders the rate of interest which a credit union can charge is capped at around 42.6% (Annual Percentage Rate) APR.

What beliefs motivate the actions you propose?

1. The University and EUSA have a duty to ensure the wellbeing of all students, recognising that this can be impacted by a myriad of factors, including financial health.
2. That students at The University need access to a credit union as a means of obtaining low-cost socially responsible credit and saving money.
3. The Advice Place is a great impartial outlet for students to get advice with financial, academic and general welfare.

Passed by Student Council on the 6th February 2014

Note: This motion has been brought back to Student Council twice in semester two of 2017-18, including to an all student online vote. It has failed to achieve enough votes in favour to pass.

Mandates for NUS Delegates

What will we do?

1. To mandate all delegates to NUS conferences to vote in accordance with EUSA policy upon motions where EUSA has policy
2. To excuse delegates from the above mandate on motions when their election statement has adopted a contradictory policy position
3. To require that the elected NUS delegates for each conference choose from amongst themselves one to act as the Delegation Leader
4. To mandate this Delegation Leader to ensure that all EUSA delegates are aware of the motions on which EUSA has policy and report to the Association Executive any delegates who break their mandates
5. To mandate the Association Executive to submit a motion of censure to Student Council against any delegate who breaks a mandate
6. To require that The Association be represented at any compositing meetings by the delegation leader or, failing that, an individual chosen by the Association Executive
7. To mandate the Returning Officer to insert into any future election statement of any delegate (who has been censured as above) a large red box informing the student body of such
8. To mandate the Association Executive to confer with NUS DPC and SPC on the appropriate manner in which to fill the remaining delegate entitlement to NUS UK and NUS Scotland conferences this year, and then to do so.

What is the background to this?

1. That previous policy requiring delegates to NUS conferences to vote in-line with EUSA policy has lapsed
2. That due to recent constitutional changes the distinction between SRC and the Association no longer exists, as such Student Council represents the Association
3. That due to recent constitutional changes the Association President is no longer ex-officio a delegate and delegation leader to NUS Conferences
4. That the role of delegation leader is largely an administrative and welfare role, looking after first time delegates and ensuring delegates are aware of and follow mandates
5. That in the most recent bye-elections EUSA did not elect its full quota of delegates to send to this years NUS UK and NUS Scotland Conferences

What beliefs motivate the actions you propose?

1. It is important that delegates are able to represent the views of the students who elected them
2. While delegates are elected in campus wide elections their manifestos cannot cover every possible motion likely to be brought to a conference
3. That how delegates vote and behave at conference represents the students who voted for them and therefore there should be democratic oversight over how they vote
4. That it is important that the role of Delegation Leader is carried out
5. That we should send as many delegates as possible to NUS UK and NUS Scotland conferences to ensure that the views of our members are advocated as best they can be

Passed by Student Council on the 6th February 2014

Note: The Students' Association actioned all points in 'what will we do?' at the time of this motion passing. The safe space policy has since been updated. The Advice Place provides the c:card service, gives out free pregnancy tests and provides support and advice to sex workers on a range of issues including employment conditions, pay, and money advice.

Motion to support sex workers

What will we do?

1. EUSA will put out a statement calling for the decriminalisation of sex work.
2. EUSA will contact sex workers' rights organisations such as SCOT-PEP and Sex Workers' Open University and offer their support.
3. EUSA will take a zero-tolerance attitude towards whorephobia, and place whorephobia in its safe space policy.
4. EUSA will explore what support it can offer the university's student sex workers.
5. EUSA will condemn anti-sex worker campaigns at other universities.

What is the background to this?

1. High living costs, £36,000 tuition fees and overdrafts mean many students choose to enter sex work to help fund their studies and make ends meet.
2. Sex Worker's rights organisations say that decriminalisation will make sex work safer.
3. The merging of Scottish police forces has resulted in increased sauna raids, bizarre requests for the banning of condoms, and the denial of entertainment licences for saunas.
4. Decriminalization reduces police abuse and violence.
5. Decriminalization reduces HIV risk.

What beliefs motivate the actions you propose?

1. Sex workers' rights are workers' rights, and we should defend their right to work in safe conditions.
2. The homogenising of sex workers' experiences leads to the conflation of consensual sex work and trafficking, causing whorephobic anti-sex work campaigns that endanger women. We recognise that they are two different things, and support the rights of sex workers
3. Criminalisation of sex work has a negative impact on sex workers, increasing stigma, making working conditions worse and making it harder for workers to organise.
4. Sex work will exist whether it is or is not safe - as a feminist organisation EUSA should fight for the safety of women and oppose plans that will push sex workers into precarious situations.

Passed by Student Council on the 6th February 2014

Note: This policy relates to an event which has now passed. The Scottish Independence Referendum took place on 18th September 2014. The Students' Association continues to run voter registration drives in the lead up to local and national elections.

Voter Registration – Independence Referendum

What will we do?

1. Allocate £400 to spend on designing and delivering a campaign to communicate and remind students of when and how to register to vote.
2. Mandate the President to work with NUS Scotland, Edinburgh University Accommodation Services and the City Council to investigate how best issues with voter registration can be mitigated with a few to seeing as many students as possible registered to vote in the referendum

What is the background to this?

1. The referendum on Scottish independence is due to happen on 18th September 2014
2. The deadline to register to vote is 2nd September 2014
3. These dates are very close to the start of the 1st semester of 2014-15

What beliefs motivate the actions you propose?

1. It is important that students are registered to vote in this election
2. It will be difficult to register students to vote as:
 - a. First years moving in will miss the deadline for block registration in halls
 - b. Many of those moving into private accommodation in years 2 and up will be moving into new homes very close to the registration deadline
3. Information about how to register to vote and the deadlines, particularly aimed at continuing students would encourage more students to ensure they are properly registered to vote.

Passed by Student Council on the 6th February 2014

Submitted by Association Executive

Note: This policy was actioned. The Election Regulations were updated.

Election Regulations – practical amendments

What will we do?

- Update the Election Regulations as noted.

What is the background to this?

- In semester one of 2013/14 Student Council voted to revert to the Election Regulations of March 2013.
- There are now some inaccuracies in the Election Regulations relating to practical issues such as an incorrect website address and references to bodies that no longer exist.

What beliefs motivate the actions you propose?

- There are some inaccuracies in the Election Regulations that need to be updated.

Passed by Student Council on the 6th February 2014

Submitted by Association Executive

Note: This policy relates to an event which has passed.

Birmingham Student Protests

What will we do?

1. To mandate the VPS, as the EUSA representative to have attended the protest, to write a statement, expressing the contents of this motion, on behalf of the Association to be published on the EUSA website.
2. To mandate the President to write to the University of Birmingham management demanding the reinstatement of the students suspended in relation to this protest.
3. To support to the on-going campaign at Birmingham University for the living wage, including subsidising transport for EUSA students to attend further demonstrations.
4. To encourage the membership to sign the petition calling for the reinstatement of the students suspended in relation to this protest.
5. To mandate the Association Executive (EUSA's Sabbatical Team) to write a letter condemning the University of Birmingham Guild of Students' statement which collectively condemns students involved in last week's national demonstration at the University of Birmingham. The letter should emphasise EUSA's support of the right to both peacefully protest and engage in civil disobedience, whilst not being subject to repressive and intimidating force and/or tactics, for example kettling and compulsory self-identification. The letter should also state EUSA feels the above tactics are unjustifiable and disproportionate, and EUSA believes Birmingham Guild should have made this clear.

What is the background to this?

1. On 29th January 2014 over 150 students, including students from EUSA, participated in a national demonstration in Birmingham for free education, for a democratic university and against a staff pay cut.
2. EUSA has existing policy in support of all of these aims.
3. The body of the protest was kettled by West Midlands police and university security at around 4pm
4. The students were held in the rain without food, water or access to toilets for over 4 hours.
5. Students were only released if they agreed to give their details to police. When this tactic and tactics similar to this have been used before, they have been found to be illegal.
6. All students who did not give their details were arrested
7. The arrestees were held for up to 30 hours, and others (at the time of writing) have still not been released
8. Arrestees were strip searched and had phones, notebooks, and tablet computers confiscated

9. When released, bail conditions imposed included banning students from entering any UK university campus, meeting in groups of more than 10, and sleeping anywhere but their registered address.
10. All arrestees at the University of Birmingham have been suspended until September and banned from campus by the University Management.
11. That the University of Birmingham has been condemned in the past by Amnesty International for their attempts to stifle protest.

What beliefs motivate the actions you propose?

1. The police potentially acted illegally in kettling protesters and forcing them to give details under threat of arrest.
2. That police broke basic human rights in restricting access to water, food and toilets.
3. The university of Birmingham has actively used police to stifle legitimate protest
4. That the tactics used by the university of Birmingham and West Midland police amount to direct intimidation of student activism.
5. The use of suspensions by the university of Birmingham to stifle protest is an attack on democracy and the right to protest, and sets a dangerous precedent for other universities
6. The university has therefore suspended students for not giving their details to police.
7. That students' unions have a responsibility to defend their students and the right to protest on campus which the University of Birmingham Guild of Students failed to do in their immediate response to the protest.

Passed by Student Council at an emergency meeting on the 6th February 2014

Note: This policy has been replaced by new policy passed at Student Council in 2017 and supporting the Edinburgh Rape Crisis Centre.

Support Edinburgh Women's Rape and Sexual Abuse Centre

What will we do?

1. We will run a campaign to support the Edinburgh Women's Rape and Sexual Abuse Centre (SC006208) if they are faced with another funding crisis
2. We will advertise the centre's volunteer positions
3. Have one member of the Advice Place attend EWRASAC's training day at a cost of £60.
4. Support Save EWRASAC's petition to save/guarantee the centre's funding.

What is the background to this?

1. EWRASAC is the only rape counselling service in the South East of Scotland. As of March 2012 it had provides counselling services to 369 female and transgender users.
2. In the past few years the numbers of rapes and sexual assaults have increased in Edinburgh and Scotland.
3. Last year the centre was threatened with huge funding cuts which almost shut down the centre.
4. The new funding is of limited guarantee from the Scottish Government for three years and a 7 month extension of the Big Lottery fund.
5. As a result of the funding crisis, a group called 'Save EWRASAC' formed on campus to fundraise for the centre.

What beliefs motivate the actions you propose?

1. No one should have to go through the experiences of rape or sexual assault.
2. The state should support all survivors of rape and assault.
3. The centre has helped hundreds of women and transgender who would have been worse off without EWRASAC services.

Passed by Student Council on the 21st November 2013

Note: The implementation of learning adjustments was one of the priority areas for the Principal's Review of Support for Disabled Students' resulting in new guidance for Coordinators of Adjustments and improvements to the way information is accessed and monitored. Sabbatical Officers and Students' Association staff continue to highlight this.

Disability Adjustment Schedules

What will we do?

1. To mandate the Welfare Representatives, Liberation Officers, VPSA and VPAA to work with the Student Disability Service to monitor the implementation of both regular adjustments for disabled students as well the mainstreamed adjustments in the Accessible and Inclusive Learning Policy to ensure that staff are doing what is required.
2. To mandate School Council Conveners to raise issues from 'What will we do?' 1 with school councils, Student Staff Liaison Committees and School coordinators of adjustment and to lobby for improvement in implementation of adjustment schedules within their school.

3. To mandate student reps on College Studies Committees to lobby for improvement in implementation of adjustment schedules and mainstreamed adjustments college wide.
4. To mandate the Sabbatical Officers to lobby Heads of Schools, Heads of Colleges and University Senate to ensure that all requirements outlined in students schedules of adjustment and the Accessible and Inclusive Learning Policy are complied with.
5. That the VPSA and Disability Officer should sit on the group of School coordinators of adjustments that the Director of the Student Disability Service convenes.

What is the background to this?

1. The service provided by the Student Disability Service provides assistance for disabled students.
2. The University's stated aim is: "The University's aim is to create an environment which enables disabled students to participate fully in the mainstream of university life. We try to achieve this through flexible methods of teaching and assessment, and by progressively improving access to buildings and technology".
3. That there are approximately 3,000 disabled students who have disclosed an impairment or condition at the University. Approximately two thirds of these students are assisted by the Student Disability Service.
4. Disabled student's requirements are outlined as reasonable adjustments in Learning Profiles which are prepared by the Student Disability Service. The adjustments are then passed on to Schools (or equivalent services) and detailed in an Adjustment Schedule.
5. That it is the responsibility of school support and administration staff, school coordinators of adjustments, course organisers and any staff member who may interact with a given individual in a teaching and learning environment to ensure that the requirements outlined in a students' schedule of adjustments are met.
6. The University has, this year, passed and introduced an Accessible and Inclusive Learning Policy that states that the seven most used adjustments must be implemented by all staff for all students. This is to create a culture of inclusivity and accessibility as well as reduce the administrative traffic for these most used adjustments.

What beliefs motivate the actions you propose?

1. Ensuring maximum accessibility for disabled students is of the utmost importance in achieving the University's stated aim ('What is the background to this' 2).
2. There are many cases where adjustment schedules are not being met by schools.

3. Failing to meet the requirements outlined in a students' adjustment schedule can and does have a significant negative impact on the academic work of disabled students, as well as their personal life and wellbeing.
4. Failing to meet the requirements outlined in a students' adjustment schedule contravenes the Equality Act 2010.
5. Some disabled students have either been forced to repeat a year of study, take an authorised interruption of studies or drop out of studying altogether as a result of failure of the University to meet the requirements outlined in a student's adjustment schedule.

Passed by Student Council on the 21st November 2013

Submitted through the Disability and Mental Wellbeing Liberation Group

Note: Until recently there was no way for the Scottish Government or the University to identify student carers and target support. UCAS now asks prospective students to tick a box at the point of application if they are a carer. Following the Students' Association's democracy review of 2015 a new Student Carers Rep position was created.

Supporting Student Carers

What will we do?

1. Campaign for the university to provide bursaries for student carers.
2. Campaign for the university to monitor the number of student carers, and to include them in its widening participation efforts.
3. Lobby the university for funding to employ a staff of member whose role could include administering the above bursaries and collecting data on student carers, as well as:
 - a. Acting as the point of contact for student carers from the point they consider applying to university, and as the person they disclose their carer status to.
 - b. Providing information and advice to student carers.
 - c. Working with the university to ensure their policies and practices are supportive and compliant to the needs of student carers.
 - d. Organising social and networking events for student carers, and ensuring EUSA events and societies cater to student carers are open as far as possible to them.

What is the background to this?

1. The National Union of Students (NUS) recently published the first piece of national research into the experience of student carers: 'Learning with Care'
2. The report highlighted that student carers are under-represented in both further and higher education, and that the support of educational institutions is key to helping them access transition successfully into higher levels of education successfully.
3. Deciding when, where and how to disclose their caring responsibilities is a key struggle for student carers, and there is a lack of systematic, coordinated support for them.
4. Student carers often struggle financially; two thirds regularly worry about not being able to meet basic living expenses and they are three times as likely to take on high-risk debt.
5. Almost two thirds of student carers feel unable to balance their academic, work and family/relationship commitments, and although three in five balance work alongside

caring and studying, many of them would like to be able to work more if their caring responsibilities didn't prevent them doing so.

6. More than half of student carers had seriously considered leaving their course and just under half felt that their caring responsibilities had negatively impacted on their academic performance.
7. Student carers indicate lower well-being than students without caring responsibilities across all seven indicators used in the research, and this was most commonly identified as the worst part of being a student carer.
8. Many student carers have had to sacrifice all or some of their social life in order to study and provide care.

What beliefs motivate the actions you propose?

1. The points outlined above are unjust, and we should be doing everything we can to rectify them.
2. The greater the diversity of our student body and the greater range of people able to participate in student life, the more we all benefit.

Note: Since this policy passed the Students' Association has conducted a democracy review which resulted in changes to its governance and officer roles. This required regulations to be updated. A new set of Election Regulations have been approved.

Democratic Election Regulations

What will we do?

1. Re-instate the election regulations used during the March 2013 elections.
2. Mandate the sabbatical officers to lobby necessary bodies (e.g. Accommodation Services, City of Edinburgh Council) to allow these regulations to be adhered to.
3. Only allow the regulations to be changed via policy at student council.

What is the background to this?

1. Elections elicit more democratic participation with EUSA than any other event or mechanism.
2. Election regulations are currently decided by EUSA staff and signed off by the board of trustees.
3. Election regulations have been subjected to change in recent years with little to no consultation and little to no publicity.

What beliefs motivate the actions you propose?

1. Elections must be open and accessible to as many students as possible.
2. The trustee board lacks transparency and is therefore not the most democratic way election regulations can be approved.
3. Changes in election regulations favour trustees who are standing in the elections or candidates who have contacts on the trustees, as they will have advance notice and time to prepare.
4. The reduced door knocking time in the most recent elections made it harder for independent candidates with smaller campaign teams to make an impact.
5. Students are best placed to determine regulations that will suit them best. Democratic decision making could, for example, allow disabled students to make campaigning more accessible or allow residents in university accommodation to ban door knocking should they choose to.

Passed by Student Council on the 21st November 2013

Note: The Scottish Government has introduced living cost loans for all postgraduate students.

SAAS PG Loan Scheme

What will we do?

1. To mandate EUSA and its President to lobby through adequate means for the improvement of the current Postgraduate (PG) funding scheme offered by the Student Awards Agency for Scotland (SAAS) in the best interests of current and prospective students.
2. That EUSA will, amongst others, push for the following reforms:
 - a. Making sure that the residence criteria never becomes restricted to Scotland and that the list of eligible degrees is withdrawn
 - b. The introduction of grants such as the ones offered by the SAAS to Scottish and EU undergraduate students.

What is the background to this?

1. The Scottish Minister of Education recently announced the new possibility for students to use the SAAS PG loans to face living expenses, as it was and still is restricted to the payment of tuition fees but mentioned a Scottish residence criteria
2. The rise of tuition fees for PG studies is a very strong disincentive for undergraduate students to continue their education

3. The larger trend within the UK to reintroduce social selection in the access to higher education

What beliefs motivate the actions you propose?

1. Selection should never be anything but based on academic merit
2. The SAAS has no right to estimate the PG degrees worth being funded as it is actually the case through its list of eligible degrees
3. A significant number of PG students do not come from Scotland to undertake their degrees, it would be inadequate to require a three year residence in Scotland to be eligible

Passed by Student Council on the 21st November 2013

Submitted through the Postgraduate Student Section Group

Note: This policy relates to an event which has now passed. The Students' Association actioned all of the points in 'what will we do?'. The Vice-President Academic Affairs worked with the Postgraduate Convener, UCU and the University to monitor the situation whilst it was being implemented.

Zero Hours Contracts

What will we do?

1. To mandate the President to work with the Postgraduate Convener and UCU to research and report back to Student Council on the impact of this decision on Postgraduates who teach.
2. To mandate the President to work with the Postgraduate Convener and UCU to ensure that this policy is enacted fairly across the university.
3. To mandate the President to work with the Postgraduate Convener and UCU to ensure that this policy does not negatively impact on opportunities for postgraduate teaching.

What is the background to this?

1. The University of Edinburgh was reported as the biggest user of "zero-hours" contracts in Higher Education in the UK.
2. The University of Edinburgh's decision to ban "zero hours" contracts for employees of the institution.
3. Most postgraduate students employed as tutors and demonstrators at the University of Edinburgh have previously been employed on "zero hours" contracts.

What beliefs motivate the actions you propose?

1. While "zero-hours" contracts can work for some employees in certain sectors, they have been misused by many employers who use the practise to pass risk on to employees.
2. The decision to ban "zero hours" contracts is a welcome and will give greater security to those who rely on work from the university to get by.
3. There is not enough clarity as to what the impact of this will be on Post-Graduates who teach.

Passed by Student Council on the 21st November 2013

Submitted through the Postgraduate Student Section Group

Note: The Students' Association Sabbatical Officers released a statement which received positive media coverage at the time. The position of Women's Liberation Group Convenor was strengthened by creating a Women's Officer position and the Students' Association has continued to work on issues of sexual harassment and violence, and support national and international campaigns through Fight for the Night and the 16 Days of Action.

EUSA is a feminist

What will we do?

1. Pronounce that EUSA is a pro-feminist organisation.
2. Acknowledge and talk of EUSA as a pro-feminist organisation on the website, social media and external events
3. Promote intersectional Feminism to the student body and challenge negative connotations around the word and ideology.

What is the background to this?

1. Feminism strives for equality of the sexes with the understanding that women are still oppressed in our society. It is a struggle to end this sexist oppression.
2. EUSA is a progressive organisation that champions women's liberation and strives for gender equality.
3. EUSA needs to be constantly pushing for a world free from the patriarchy and all forms of oppression.
4. EUSA needs to be trying to create a society where women have the same opportunities as men, and aren't objectified in order to sell products. A society where 1 in 3 women are not sexually harassed or raped and where everyone understands that gender is a social construct.
5. There are students on campus who do not know or understand the term feminism
6. An intersectional understanding of feminism recognises that oppression occurs in many ways and that everyone is affected differently.

What beliefs motivate the actions you propose?

1. Everyone should be a feminist as Feminism is the way forward to creating a more equal society.
2. Women deserve the same rights as men in our society.
3. Talking about feminism and challenging the patriarchy is how we will achieve women's' liberation.
4. The patriarchy can harm everyone, not just women. We strive to recognise the experiences of all people and breakdown all forms of oppression.

5. A lack of understanding or being shy about feminism will only hold women back further.

Passed by Student Council on the 21st November 2013

Note: The Students' Association does not advertise short-term loans and pay day lending. The Advice Place offers a range of information and advice on student finances and staff are aware of the issues concerning Sharia law on student finance and lending. Research was conducted into setting up a credit union, but a decision was taken to promote existing credit unions instead.

Financial Services

Staff in the Advice Place are aware of the issues concerning Sharia law on student finance and lending. We used to have a bit in our funding guide about it but I don't think it is there now. We should add a bit into our new website pages.

We had a rebrand? (or two) and we generally promote our service to student and we have done a lot of work over the last two years promoting what we do for students to key staff members in the university such as tutors, senior tutors and SSOs.

What will we do?

1. Ban all advertising of short-term loans and payday lending on EUSA premises, services and at societies.
2. Mandate the President of EUSA to:
 - a. Demand the banning of the advertising and sale of payday loans on and in the vicinity of University property; and
 - b. Take measures to set up a student credit union, preferably with the financial backing of The University.
3. Mandate the EUSA Vice-President Services to negotiate the inclusion of a lease clause requiring responsible lending, promotion of independent financial advice options and the referral of students requiring independent financial advice to the Advice Place for any financial services firm holding a premises lease from EUSA or The University.
4. Endorse the work of Lothians MSP Kezia Dugdale on her Payday Lenders campaign ('Debtbusters') and to promote this campaign at The University.
5. Further promote the work of the Advice Place, in particular the financial advice and support it can provide.
6. Campaign to ensure that the University's investments, including any chosen investment funds, do not include firms that offer short-term lending products.
7. Make available more information on financial products and providers offering services compatible with the beliefs of persons of faith (e.g. Sharia Banking) via the EUSA website and the Advice Place.

What is the background to this?

1. The vast majority of students at The University of Edinburgh are undergraduates, making up 71% of the student body. A large number of these leave home to attend University and lack significant experience with managing financial products.
2. Financial institutions in the United Kingdom have a recent history of misspelling financial products, such as PPI and overdrafts, often due to a commission driven sales structure. This structure places the interests of profit before the customer and can lead to inappropriate recommendations being made by an advisor held in a position of trust. Such occurrences may extend to services offered to students.
3. A new tranche of financial products based on short-term high-interest debt have started to be marketed to students under terms such as 'payday loans', intending to give borrowers a short term cash boost up until their next receipt of income. Such products have been seen to perpetuate debt cycles and further risk the financial health of borrowers.
4. That EUSA and the University do both directly and indirectly endorse and refer students to certain financial providers; a) through the Advice Place, b) through Bank of Scotland Plc. and Santander (UK) Plc. holding leases through the University in close proximity to EUSA venues on the Central Campus, and c) through the granting of permission for the marketing of financial products by financial services firms to students on Campus, particularly during Welcome Week.
5. Students are an attractive market to financial services firms and as such are heavily targeted with introductory offers and low-cost debt to attract custom.
6. University employees receive access to a dedicated Credit Union, providing responsible lending at reasonable rates to employees. This option is not extended to students
7. EUSA does not supply adequate information on financial services products suitable for students of faith, such as those that are Sharia compliant.

What beliefs motivate the actions you propose?

1. The University and the Students' Association have a duty to ensure the wellbeing of all students, recognising that this can be impacted by a myriad of factors, including financial health.
2. Advertising of short-term debt ('payday loans') and other similar products can be tempting to students in financial need, and that these products can cause damage to students: promotion of such lending should be prohibited by EUSA and extended throughout The University following negotiations.
3. Alternative options to short-term debt such as a EUSA 'emergency loan' are available at a lower cost to students. These other options and means of pursuing them should be more clearly advertised.

4. Methods of responsible financial management and means of obtaining advice are insufficiently advertised to students, especially in view of the targeting of students by financial services firms. Advertising methods of responsible financial management and means of obtaining advice should be improved.
5. Information on where students can obtain impartial financial advice (e.g. the Advice Place) is inadequately promoted by banks located on University leased premises. Owing to their geography giving them a position of trust, Bank of Scotland Plc and Santander (UK) Plc should be compelled to promote the responsible use of financial products by customers. Leases of these premises and other EUSA or University properties to financial services firms should carry a condition for representatives of these companies to proactively provide information on where independent advice can be obtained during any debt or product related dialogue. The availability and providers of such advice should also be clearly advertised.
6. That students at The University need access to a credit union as a means of obtaining low-cost socially responsible credit and saving money.
7. That information on financial services products suitable for students with faiths that stipulate the nature of accounts and services they can hold should be more readily available from EUSA.

Passed by Student Council on the 24th October 2013.