



# **Student Parliament 6**

**Thursday 16<sup>th</sup> April, 15:00 – 17:00**

## **Agenda**

- 1. Welcome and approval of minutes**
- 2. Questions to the Exec**
- 3. Policy Proposals**
  - a) Halls Representation Act (2020)**
  - b) Lecture Recordings for All**
  - c) Sustainable Futures Policy**
  - d) Opening the Borders of Education**
  - e) Strath Union Cares**
- 4. Lapsing Policy**
- 5. COVID-19 Discussion**

*Please note that this meeting will be taking place online – to request an invitation, please fill in the short form [HERE](#)*



## **Student Parliament 5 - 27.2.2020**

Chair: Lewis McDermott (Democracy Convenor)

### *Staff in attendance:*

Leo Howes (Head of Student Engagement), Adam Crawley, Policy & Campaigns Coordinator), Thomas Fairbrother (Student Engagement Staff)

### *Officer in attendance:*

Matt Crilly (President), Eyram Ahadzie (VP Education), Rachel Cairns (VP Inclusivity), Maddy Watson (VP Sport), Savvina Kritharidou (Faculty Rep Business), Sophie Gwynne (Faculty Rep Engineering), Benn Rapson (Faculty Rep HaSS), Chelbi Hillan (Faculty Rep Science), Christine Tambe (International Students Rep), Vinny Williamson (LGBT+ Rep)

### *Apologies received from:*

Kayla-Megan Burn (VP Community), John Agbonrofo (VP Welfare), Gillyan Cullen (Disabled Students Rep), Clodagh Halliday (Womens' Rep)

### *Students in attendance:*

Ru Wallace.

Meeting start 5:10, due to setting up video recording. Unfortunately, this did not work and will look into setting up livestreaming for the next meeting.

DC welcomes everyone to the meeting and moves to the actions.

### **1) Approval of the previous minutes**

Minutes passed.

### **2) Executive Committee Meeting Minutes.**

President: A little short on minutes, Exec assistant on maternity leave, will get the rest of the minutes.

Benn: Who is the lead on the Student Mental Health Agreement?

Maddy: I am

### **3) Executive Accountability**

#### **a. President**

Matt: Achieved third year in a row of rent freeze, real term decline. Strike Action - making students voice clear, trying to minimise impact on exams etc. Nationally, UUK moved into another day of talks, hoping UUK will offer another deal. Strath Union supports strike. PhD students on strike had been threatened with having their funding removed if they took action, sought assurances on this, University say that this is not the case. Strikes will continue for another 2 weeks. Been informed that



Strathclyde was one of the few that were in favour of a better deal - 84% of unis voted against. New place for SUMSA. Circuit - partial victory, hoping to achieve better, looking to get more money. Sexual health clinic - looking to expand provision. Running for NUS Scotland President. Legacy campaign - leaving building behind, finding out historic things that happened in the building - looking for people to get involved

Savinna: Strike action, a person wants to apply for grant but the supervisor is striking, what advice would we give?

Matt: Go to dept., then get in touch with Advice hub.

#### **b. Vice President Education**

Eyram: February busy with external engagements and supporting students, incl. strikes. In Edinburgh for policy briefing around migration policy - asked questions about how gaps in trade filled by international students, and how it affects students. Members of advanced race HE board - looked into reports on racial harassment in the UK, looking at racism in Scotland. Attending SPARQs advisory group, does class rep training. Looking at Equality & Diversity as a whole, how to support protected students.

#### **c. Vice President Sport**

Maddy: Not at last parliament, lots going on. Sports Ball - v. successful 850 attendees. Raised £850 for local boxing club. Working on Clubscore, health checker for clubs e.g. community engagement. Up on portal ready to launch for students in a few weeks. Secured some funding for top performing clubs for development. Storage containers for Strathclyde sport.. Taxis cup coming up - varsity. Hopefully will be a growth. Rugby varsity - hosting at Scotstoun - gonna be huge.

#### **d. Vice President Inclusion**

Rachel: LGBT History month, incl. open mic. Pronoun awareness stall, including work with LGBT+ Rep - interesting conversations. LGBT icons stall downstairs of Union. Women & Enby Swim sessions. Gender Based Violence work - did some work on trans inclusion, swim sessions used as good example. Reportathon and work done on report and support - pulling together report for better funded resource and system. Some Universities have been using NDAs - been in touch with other unions to work on this. Accessibility - pulling together a map with a small committee. Working for a more accessible website for the Union. Women in Leadership awards dinner - 5th March, £20 for 3 course meal at the Hilton.

Chelbi: Been talking about swimming - what about a women's weights space? Can be quite intimidating. Could this happen.

Rachel: Was aware of this.

Maddy: The weight space is not bookable -this would need to be changed. Have fed this back but happy to take this forward. Would probably during the day.

#### **Non-Executive Officer Accountability**



DC: Welcomed non-executive officers to provide updates on what they've been working on.

Vinny: LGBT History month - had a meeting with principal about LGBT History month, and this meeting was positive. May have updates on Gender Neutral toilets and a staff-student support group.

Benn: Changed committee structure in HaSS - first meeting of Faculty Student Experience Committee works well, incl. dept. reps. Set up HaSS Student committee - very open setting, reps enjoyed it. Been working on Mental Health in relation to Personal Circumstance. Working Vice Dean Academic with HaSS - looking at doing study on use of group chats. Have course related societies, though HaSS less so, reformed politics society.

Chelbi: Been working with Care Experienced students to set up a new society, trying to make it more of a peer led thing. Pulling together document about care experienced student but also other needs that students may experience, so to provide extra information and support. Chelbi and Andrew made LGBT cocktails, to raise money.

Savinna: Dept. reps in business school, formed FB page to share info. Asked for more info on late submission to share with other depts. New marking system, different classes of marks introduced, looking for more tiers to be more representative. Trying to organise careers fairs. trips for business school students at end of semester, Belfast & London.

Sophie: MH policy in faculty, looking for feedback and trying to get through – incl. in faculty review. Aware of complaints about catcalling from builders- taking this up, from a couple of weeks ago. Quite a few external contractors coming in.

Maddy and Rachel currently aware of this. Matt recommended using Report and Support tool to make sure there's proper reporting.

Benn: Where is John (VP Welfare)?

Matt: is away on leave.

Matt presented information from a transport survey, which was presented to the Glasgow Student Forum.

Matt: Glasgow Student Forum - council of Students' Union from around Glasgow. Found transport was an issue. 8606 responses - meeting director of education at council will representatives. Third place in term of responses, mainly Scottish. Train most popular - can see how often students commuting. £16-20 a week - Strathclyde are paying more than most institutions - paying more than Glasgow. UWS, college and Strathclyde reliant on trains, so this is a widening access student. A lot of people used combinations. Students travel in more regularly. 43% spending more than £21. a third have missed class due to transport. of the free-text comments, majority was about cost (6000 responses)

#### **4) Policy Proposals**



#### **a. Freeze the Fees Act (2020)**

Benn: Outlines number of concerns as a Faculty Rep - specifically around international students, they feel like cash-cows. Union has commitment to free education, but can't have commitment at an institution level, as this is a governmental issue. Ultimate goal is free education, but the minimum should be that as long as we have fees, they should not be constantly raised, though argument could be made for inflation. When fees go up exponentially, can be problematic. Fees could go up by 2k. Our minimum should be to freeze fees.

Chelbi: So checking, this policy isn't about getting rid of fees?

Benn: Already have policy about committing to free education, so this is not about that. This states that, at an institution, we should stand against constantly increasing fees. The time limit is 3 years, and will re-evaluate at this time.

Savinna: Talking about importance of free education - this could get a bit confusing and we're looking at different things. Only point wanted to talk about was Believes 2 - might be too absolute. We may not know all the economic mechanics about marketisation - maybe things like accreditation is useful. E.g. Business school students come to Strathclyde because high in the rankings, good for employability, and has accreditations.

Benn: Understand what you're saying - we have policy against marketisation. The point of believes 2 is to restate this. Understand that some courses are reliant on current position.

DC moves to a vote:

Abstain: 1

Against: 0

Approve: 9

Motion Passes.

#### **5) Discipline Procedure**

Matt: For information and comments. Strath Union could improve on disciplinary stuff. This is not a common occurrence, and is only really used in really poor behaviour. Officers have gone through this and it needs firmed up, to ensure that things are dealt with properly. May get amended as it goes. Drafted by Advice Hub. This is good at it makes sure that staff do ground work but students decide. Any comments?

Benn: Good to have a window to submit comments.

Matt: Comments until Monday.

Vinny: Very much in favour of this.

Maddy: Pretty much identical to Sports Union one, which works.

Chelbi: Does this extend for the full building? As I work in the bar, we see things such as graffiti.



Matt: This is a legitimate issue. Some of the behaviour is not from Strathclyde students. Would say that students may have been let down by the lack of structures.

Maddy: Covers activities outwith the Union as well.

Savinna: All students have Strathclyde have union membership.

Ru: Does this only impact if it's done during their activities as societies?

Matt: If it's nothing to do with Union, then it would be referred to the University.

## **6) Student Parliament Discussions:**

### **a. Policy Proposal Template**

DC: Had discussion on how to make template. Trying to make less clunky. Needs to have the format updated. Keep statement short. Difference between Statement Policy and Action Policy. Statement is an expression, action need instructions and how it could be used.

DC welcomes comments:

Savinna: Actions could include statement.

Matt: Structured for action. Is easier, but could be tidied up.

DC: Could change instructs/states. Through format, action motions would be clearer and less vague. This then links to accountability, so we can see where it is.

Benn: Not a fan of the statement/action differentiation. As sometimes this includes both.

DC: Action motions should include statements to support them - to differentiate between statements. Could change 'action' to 'campaign'. Have seen some that only have statement in the past.

Benn: If the point is to make policy more accessible and searchable - difficult to find things at a moment. Could have a tag system, and use keywords.

Chelbi: Preferred the old one.

Benn: Agreed.

Ru: it was quite straightforward.

Benn: Raised this up because previous motion wouldn't fit in the format, as it could breakdown. Which is why I was advocating policy statement, to provide in-depth.

Vinny: Could then include mission statement.

Eyram: Was quite indifferent, looking at it from point of view from someone who was not involved, I think this is simpler. I think it's better we keep this with tweaks.

Rachel: Agrees. using more accessible language - the old format isn't really accessible.



**ACTION: AC to amend current language and circulate.**

**b. Non-Exec accountability report template.**

DC: Talked about Non-exec accountability - just what has already been spoken about it written format. If don't want to do in text, could do as an oral or video report. Needing something to codify and ensure that accountability is kept.

Ru: Wording - Change to not just manifesto but, including any other campaigns.

DC: keen to keep manifesto pledges.

Savinna: Last section, what other support do you need.

Maddy: How relevant is the campaign section?

DC: Just to make sure that it's included - could explain that have been busy working on other matters.

Benn: Don't think we need a template - could just speak fluently.

Leo: Part of good practice we were given was using more templates and using impacts, but it's up to you.

Eyram: Change to what impact the work you have done has had.

DC: This isn't the only way to submit - could include as guidance, instead of just using a template. Could remove the boxes.

Sophie: Could remove campaigns, as faculty reps don't necessarily 'campaign'. Change campaigns/work.

**ACTION: AC to update current template and circulate**

**7) AOCB:**

Benn: Mentioned that there was a post on the website for a forum. Wonder about whether this is actually more engaging - looking at live-streaming and the policy proposals have gone down. Even external ones have gone down.

AC explained process.

Matt: Needs to be more digital.

Benn: Feels like we have not had the right engagement.

Rachel: The old format was also not engaging - there might not have been an improvement in terms of engagement, but definitely in atmosphere. This may not necessarily have more to do with actual format - what can we do. Maybe there is more work to be done with advertising as well.

Chelbi: Up to individual people to get traction. You need 50 for the forums -



DC: Could be 50 votes regardless.

**ACTION: AC to check schedules and circulate fora information.**

Vinny: First time heard about the forums, could do more with advertising. Posters - more public posts.

DC: Onus is also on us as well. As much as a lot of this meetings are slow, there would have been other people who would have been interested in other things like transport. Encourage students to attend.

Matt: May not have done this if it was livestreamed. Needs to be a bit more open and electronic - though would argue still has more democratic legitimacy than previous structures.

Savinna: Forum, could include in the home page of the Union e.g. using the banner. FB page - putting up the agenda for this to share. Could invite more dept. reps for their information.

DC: Remind that these are open meetings, but there is more that we could do. Tailor content of the meetings to the meetings.

Matt: Could move to the front page.

Savinna: Upvote-downvote. Neutral button, could look into.

DC closes the meeting





## *Accountability Reports*

**Executive Officers** – available to view at:

<https://www.strathunion.com/news/article/elections/Whats-the-scoop/>

### **Gillyan Cullen – Disabled Students' Rep**

#### **What progress have you made on your manifesto pledges?**

I have worked on my own and alongside VP Inclusion Rachel on looking at accessibility issues around campus and exploring ways to improve this. There are issues around accessible toilets (and often there is a lack of them in different buildings) that really need looked at. Rachel wrote a paper which I helped her out with, however I know that recently the university has been more focused on the pandemic and I wish I could have seen more improvements on this issue. Being a fully accessible campus can only be a good thing for Strathclyde.

There are also serious issues around the overwhelmed disability service which is something Rachel and I discussed when she collated her paper, but is something I wish I could have done more to improve.

#### **What impact have your campaigns and work had?**

I have been speaking to students, primarily via email and social media and I hope I have been someone students feel they could speak to regardless of their situation.

Rachel and I met with one student who had had a horrendous experience when a fire alarm went off and he was using his wheelchair that day. Again, accessibility is a big problem and I wish I could have done more. Given the issues of coronavirus and prior to that, the construction works, this problem hasn't been easy to solve but I hope it is something Rachel continues to pursue in her role next year.

#### **What plans do you have coming up?**

I don't have any immediate plans right now, other than to continue keeping up to date with Rachel and hoping that I can continue to support students from home.

#### **Any other points you would like to make Student Parliament aware of?**



## Business Faculty Rep - Savvina Kritharidou

### Accountability Report since elected in autumn.

- Careers Fairs relevant to every department of the business school: (see below and see minutes below as well), planning went into them but they couldn't take place as the original planning (alternative career events took place).
- Late submission: taken to Business Faculty multiple times (see minutes below) and would have to be taken to Senate.
- End-of-year affordable trips: organized to London and Belfast through a travel agency. Students had reserved their seats but I had to cancel it due to the pandemic (which I did through the trips' pages and by an email to all those who has rsvp) this was a couple days before any payments were set to take place.
- Trainings: were in discussion on mid-January with MathsSkills support centre about hosting a session when there were staff available later in the 2<sup>nd</sup> semester, didn't follow up in March with the disruptions. In this period though, contacted cybersecurity about an educational email to students while everything happens online.

Additionally:

- Consistently brought student feedback to all the committees I was part of, especially to the Faculty Academic Committee that has immediate impact to business school students.
- Often communication, collaboration and help to department reps: hosted in person meetings where main matters arising were collaborating with the departments for an 'Employability Week' later in the semester for careers fairs trainings or talks, and group assessment in group assignments VS individual assessment in group assignments which I took to the Faculty Academic Committee.
- Gave the opportunity for department reps to come to the faculty academic committee to get the experience and say their opinions too.
- Set up the first page for the representation of students in the Business School (where I also gave access to department reps to use) to post and engage with conversations/polls with students to see what business students consider important and act upon it, as well as mainly as a medium of communication for often updates, especially during the disruptions of coronavirus.
- Hosted a 'Women in Business' panel event (through the society where I'm the events manager) for International Women's day for students to connect with professionals in different parts of business and discuss their experiences and advice; this was advertised to business school students as a rep. (Also helped set up a LinkedIn photo event together with a department rep and a society.)
- Additionally, during the difficulties of coronavirus and the university closing I was in constant communication with department reps asking what issues they're facing and seeing how I can support them and raise these issues. Part of this was also sending some templates and help for them to use if they wished to raise any specific issues. There was a lot of communication especially between a few of the reps and myself to solve the difficulties affecting students during this such as IT, extensions, dissertations, exams and more.
- Gave feedback whenever asked, based on feedback I was getting from students, class reps and department reps (e.g. about MBA, or extra like the student reps project)
- Asked for and arranged a meeting with the business school's Vice Dean Academic to discuss: assignment submissions, exams for 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup> year students and ways to support them like

becoming familiar with what would be required from them, dissertations deadlines, supporting those students facing severe difficulties during this, the exam board and more. Also gave instructions and information to students following it.

- Engaged with discussions and feedback with the other faculty reps and some of the student exec in regards to assignment submissions and deadlines, IT and personal difficulties of students, exams, and what the no detriment policy should include.

### Excerpts from Relevant Minutes

#### From 11/12:

“SK raised some concerns regarding the new marking scheme, specifically the range in which students are marked. There is also concern that student feedback regarding the new late submission policy was not imbedded. Feedback will be provided to central University.”

#### From 5/2:

“The [...] recently met with SK and the possibility of a Faculty careers fair was discussed.”

#### From 4/3:

“SK asked about the careers week. The [...] detailed her phone call to SK.” *Note:* it was an email, saying that each department finds it better to have their employability events spread through the year and connected me to someone else who could be interested in doing something.

“SK also asked if there was an update on the group assessment and marking. The [...] confirmed she had passed this to a senior University colleague. SK also asked whether SBS students could revert to the previous late submission policy. [...] advised this would not be possible as this was a University level policy and that SBS had no authority over the policy. [...] clarified that this policy arose in consultation from Strath Union.”

From April: N/A. Talked about the disruptions to students, what can/is being done and what the no-detriment policy includes.



## **Chelbi Hillan, Faculty Rep Science**

*Each section should not be more than 100 words.*

### **What progress have you made on your manifesto pledges?**

I've been involved in discussions surrounding lecture capture and will be invited to focus groups once we return to university. I attempted to establish group study sessions but low turnout– planning to work with MSS centre to use their facilities once we transfer to new building. I have been dealing with issues within my faculty as they have arose which makes up a large part of my job.

### **What impact have your campaigns and work had?**

I recently introduced a policy which sought to ban negative marking – this has been raised to respective departments and will be continued next year. I have been able to assist several students personally in meetings they were scared to go to alone and have even helped students remain at university. I have also been working with widening access to establish a care experienced students society which includes students from all faculties. I have also been able to highlight to staff the importance of representation in their departments as some are less cooperative.

### **What plans do you have coming up?**

I am planning to draft a document which tries to raise awareness to staff about the variety of students here at UoS and their respective complex needs. This will hopefully help staff to understand students and give perspective on students circumstances – this is something which has come up a lot is staff not understanding what support etc a student needs and is entitled to. Hopefully this document will improve relationships between staff and students.

### **Any other points you would like to make Student Parliament aware of?**



**Brendan Agu**

**What progress have you made on your manifesto pledges?**

**I made outstanding progress and some of the fruitful outcomes include:**

1. Effective and fruitful representation of my constituency (Part Time Students) within the university and beyond throughout my two consecutive tenors.
2. Attended parliament meetings and participated accordingly for the interest of PTS (and mature students where possible).
3. Equal and effective representation at the national level - National Union of Students' Section Conference 2019 - And tapping into the collaboration and network of inter-universities' representatives with long term benefits.
4. Participated to pass motions and policies which I trust benefit the interests of my electorate within the University and at National level.
5. Campaigned and successfully helped to establish the office of PTS Representative amongst others executive and non-executive offices within the university student union.
6. Within my two tenors, as a rep, I have successfully and productively engaged with some staff and students (part time and mature) to explore the best strategies to address the concerns of PTS and all students.
7. I have explored & perfected practicable plans to implement a platform for awareness, collaborative and effective communication amongst all PTS. This could be driven further (implementation/execution) by the next rep of PTS.
8. For two tenors, I have been available and dedicated a chunk of my time and other resources in order to address and represent my electorate successfully. These appears to exceed my manifesto pledges.

**What impact have your campaigns and work had?**

- 100% productive (impact for my constituency and beyond), refer to above lists of positive outcomes.
- Engaged with my electorate and staff and other officers fruitfully.

**What plans do you have coming up?**

1. Preparedness to support the successor and or next representative of PTS and mature students with my wealth of knowledge and experience acquired from the role and much more.
2. A comprehensive handover to the next would be PTS rep.

**Any other points you would like to make Student Parliament aware of?**

1. Thank you for the cooperation.
2. Please, note that it is challenging for a suitable PTS who would go out their way (e.g. studies, work/employment, family/dependents, etc.) to choose to serve, hence I would solicit for more cooperation from all to help the next PTS rep to make quicker progress.



## **Michael-Sam Vidza, Postgraduate Students' Rep**

### **What progress have you made on your manifesto pledges?**

After a self-assessment, more than 80% of pledges committed have been fulfilled. To mention a few are the awareness of discretionary and conference funds availability to PGTs and PhDs, revamping the PGs involvement by forming the PG society, organizing PG forums, social and networking events.

### **What impact have your campaigns and work had?**

Provided opportunity for PGTs with the knowledge and access to the PG lounge, form a united front with PGTs and PGRs, PGs are gradually getting involved more in events and student leadership.

### **What plans do you have coming up?**

1. Host a program for PGs dubbed "What's Next After PG".
2. Depending on current circumstances, PG day-out trip has been postponed due to the pandemic.
3. A possible graduation ball for graduating students

### **Any other points you would like to make Student Parliament aware of?**

I will like to suggest to the student parliament to consider adding the position of postgraduate officer as a full-time role to the leadership body. After over 5months of observation and engagement with both the student body and the officers of the union, this position will help address the gap leadership is trying to bridge.



## **Clodagh Halliday – Womens' Rep**

*Each section should not be more than 100 words.*

### **What progress have you made on your manifesto pledges?**

One of my pledges was to ensure that women had resources available to them to allow them to thrive and to feel supported. Over the last year I have been having meetings with multiple figures within the university and researching the possibility of having a sexual health clinic on campus. I believe that this facility would support our female staff and students, helping to remove the stigma surrounding women having sex and making sure they are safe. There is now a full campaign running for this cause.

### **What impact have your campaigns and work had?**

The sexual health clinic campaign has received extremely positive support so far and great feedback, especially from female students – this is something many of them really feel passionate about. As a volunteer steward for Fight for The Night, I also assisted in the success of an important protest supporting women's rights. Through Strathclyde's Girl Up society I have also assisted in the facilitation of feminist book club discussions and many of their charity events, fundraising a great sum for women in need.

### **What plans do you have coming up?**

I would like to continue the campaign for a sexual health clinic and make sure that it is seen through to its completion by our next group of student reps and staff. On the topic of reps, I would also love to do all that I can to encourage all those who identify as female to run for the position of women's rep at Strathclyde this coming year – it is vital that our voices are heard.

### **Any other points you would like to make Student Parliament aware of?**

Lockdown and social isolation due to the current COVID-19 crisis can be an extremely hard and dangerous time for women suffering from domestic abuse (those who have survived it also suffer from severe trauma) so I would love to know if we can use the Union's social media channels to help spread some resources for abuse victims at this time? I hate to think about women who are trapped with abusive partners in this already uncertain time.



## **Halls Representation Act (2020)**

*This policy proposal has reached the requisite number of signatures for consideration at Student Parliament.*

### **Student Parliament Notes:**

1. As per the Strath Union Schedules: "The number, title and responsibilities of Non-Executive roles will be determined by the Trustees board."
2. The composition of Non-Executive roles is currently as follows:
  - a) Democracy Convenor
  - b) Faculty Representative x4 (HaSS, Science, Engineering and Business)
  - c) BAME Representative
  - d) Disabled Students Representative
  - e) LGBT+ Representative
  - f) Womens Representative
  - g) Interfaith Representative
  - h) International Students Representative
  - i) Mature Students Representative
  - j) Part Time Students Representative
  - k) Postgraduate Students Representative
3. There is currently no representative role dedicated to the needs and interests of students living within student accommodation.

### **Student Parliament Believes:**

1. Students living in Student Accommodation face a number of issues such as but not limited to: cost and quality of accommodation, cost of independent living, poor utilities, poor support services, and bad providers.
2. Students living in Student Accommodation provided by both the University and Private Sector require proper representation within Strath Union.

### **Student Parliament Resolves:**

1. That the Trustees Board should consider the creation of an additional Non-Executive Officer Role to represent students living in Student Accommodation in advance of the 2020 Strath Union Autumn Elections.
2. That the Trustees Board should consider a potential Halls Representative working alongside the VP Welfare and the Welfare Committee as part of their responsibilities.
3. Regardless of the above - Strath Union should build closer relations with its students living in accommodation provided by the University and the Private Sector.





## **Lecture recordings for all**

*This policy has received the requisite number of signatures for consideration at Student Parliament*

### **Student Parliament Notes**

1. Audio recording of lectures have been used by many other Scottish universities such as University of Glasgow, Herriot-Watt and University of Sterling.
2. Audio recordings allow students to revise content delivered in lectures.
3. Pilot studies of lecture capturing have been done in some departments.

### **Student Parliament Believes**

1. Disabled students, chronically ill students, carers and parents may not always be able to attend due to circumstances without their control and they lose out on valuable information.
2. There is a negative stigma around lecture content perpetuated by lecturers who believe that if you are unable to attend then you aren't entitled to the information. Nobody should be denied access to knowledge and this removes barriers to learning.
3. International students, whose first language isn't English, will be able to listen back to what lecturers said even if they missed it in class. This removes language barriers in education.
4. In extreme circumstances, such as the COVID-19 pandemic, rely on the use of online learning. We would have a much easier transition to online based learning if staff were already used to using interactive technology.

### **Student Parliament Instructs**

1. The Union should ask the university to invest in the equipment and software needed to improve the online learning environment for students.
2. Department and Faculty Reps should hold discussions with their department/faculty regarding the introduction of lecture recordings.
3. All new facilities built moving forward should be fully equip with lecture capture technology.



## **Sustainable Futures**

*This policy was put forward through the Executive Committee for consideration at Student Parliament*

### **Student Parliament Notes:**

1. In 2018-19 Strath Union achieved “Excellent” in NUS’s Green Impact Award which involves meeting sustainable procurement criteria including Fairtrade standards.
2. Strath Union currently serve Fairtrade tea, coffee, and snacks in both Recharge and in meetings, and supply Fairtrade clothing for staff and campaigns.
3. The current policy ‘Nestle Products in the USSA’ calls for the stocking of Fairtrade products in the association.
4. The current policy ‘Association Ethical Clothing’ calls for ‘USSA clothing to be sourced from Fairtrade ethical and local suppliers’.
5. Strath Union previously had a Fairtrade policy, Fairtrade Future, which has since lapsed.
6. As our awareness of our global impact has increased, so have the options for sustainable, ethical, and locally sourced products – meaning Fairtrade is no longer the only “good” option.
7. Locally sourced products can have a massive positive impact due to supporting local businesses and having a reduced carbon footprint.

### **Student Parliament Believes:**

1. Fairtrade Programmes have successfully raised people out of poverty worldwide and have a genuine impact on the lives of people and their communities in the developing world.
2. In order to mitigate our impact on the planet we should be ensuring wherever possible that our purchases should be as ethical and sustainable as possible.
3. That with each purchase made by Strath Union, its environmental and social impact should be considered.
4. By Strath Union ensuring that they only purchase and supply ethical products they are also making it easier for students to do so and therefore encouraging this throughout society.

### **Student Parliament Resolves:**

1. To ensure Fairtrade/ethical options are available in all cafes, bars, and for Union campaigns and activities and increase their availability.
2. To support clubs, societies and sports clubs that wish to use ethical products and encourage this where possible.
3. To continue to maintain the Fairtrade Status for the Union.



4. To continue to improve the sustainability of Strath Union by engaging with NUS initiatives such as the Green Impact Awards, but also by their own initiatives.
5. To lobby the University to increase their ethical and sustainable considerations regarding products they sell, but also the way in which they carry out university business.
6. To run at least one campaign each year to increase awareness, understanding and usage of sustainable, ethical, and Fairtrade options.
7. To embark on the journey of going net carbon zero in the most sustainable and ethical way possible in Strath Union.

**Note:** *If this policy is passed, it will replace the previous policy titled 'Fairtrade Futures'*



## **Opening the Borders of Education**

*This policy was put forward through the Executive Committee for consideration at Student Parliament*

### **Student Parliament Believes:**

1. That access to higher education should be based on academic ability; rather than nationality, immigration status, or independent financial means.
2. That we should welcome the contribution of asylum seekers to our education system by ensuring they enjoy fair access and necessary support; which will in turn improve their life chances and the success of our wider society as a whole.
3. In the wide-ranging benefits of welcoming and supporting those from other countries who want to make a contribution to our society through education.
4. That education can liberate and empower those fleeing persecution from a lifetime of trauma and fear.

### **Student Parliament Resolves:**

1. To lobby our governments for the long-term provision of living allowances that would enable asylum seekers to access higher education on a basis equal to that of domestic students.
2. To campaign in the short-term at an institutional level for the expansion of funding to provide asylum seekers with the financial support to live and access to safe, affordable accommodation where necessary.
3. To raise awareness of the barriers to education.

**Note:** *If this policy is passed, it will replace the previous policy titled 'Opening the Borders of Education'.*



## Strath Union Cares

*This policy was put forward through the Executive Committee for consideration at Student Parliament*

### Student Parliament Notes:

1. Strathclyde was the first university in Scotland to sign up as an “official friend” of Who Cares? Scotland
2. Care Experienced children are **less likely to be in positive destinations nine months after leaving school**. Figures from 2017/18 show that 76% of children in care for the full year and 69% of children in care for part of the year, were in positive destinations. This is compared to 93% of all school leavers<sup>1</sup>
3. The overall **retention** rate for Scottish domiciled full-time first degree entrants completing year 1 and remaining in higher education was 92.5% in 2017-18. Meanwhile, 87.2% of entrants with care-experienced backgrounds remained in higher education.<sup>2</sup>
4. A dedicated landing page for all Widening Access students has been developed on the Strath Union website and will continue to be a site of resource for all our Widening Access students, including those who identify as Care Experienced.
5. Strath Union now has a dedicated “Access and Participation Coordinator” who’s role includes supporting students from widening access backgrounds

### Student Parliament Believes:

1. Strath Union has a role to play in supporting **all** of students through their university experience.
2. Engaging with other charities in our community such as Who Cares? Scotland can be massively beneficial to our students who require specific support.
3. Strath Union should provide support for and raise awareness of care leavers in higher education.

### Student Parliament Resolves:

1. For Strath Union to work with Student Reps, Student Execs and the Care Experienced Society to remain responsive to the needs of our Care Experienced students.
2. To actively engage with, support and grow the Care Experienced Society, as necessary.
3. To retain its connection with Who Cares? Scotland and lobby the university to ensure it does the same.

### Additional Information

1. The term “care experienced” refers to anyone who has been, or is currently in care. This care may have been provided in many different settings, such as:

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<sup>1</sup> <https://www.whocarescotland.org/who-we-are/media-centre/statistics/> (Scottish Government, 2019\*, cited from Who Cares? Scotland, 2020).

<sup>2</sup> [http://www.sfc.ac.uk/web/FILES/statisticalpublications\\_sfscst072019/Report\\_on\\_Widening\\_Access\\_2017-18\\_Executive\\_Summary.pdf](http://www.sfc.ac.uk/web/FILES/statisticalpublications_sfscst072019/Report_on_Widening_Access_2017-18_Executive_Summary.pdf) (SFC, 2019, p. 3)



- Kinship care – living with a relative who is not your mum or dad.
- Looked after at home – with the help of social work.
- Residential care – living in a residential unit or school.
- Foster care – living with foster carers.
- Secure care – living in a secure unit.
- Adoption

(Who Cares? Scotland, 2020)

**Note:** *If this policy is passed, it will replace the previous policy titled 'USSA supporting Who Cares? Scotland'*

Lapsing Policy Title	Retain?	Who is speaking?
Education Provision in Public Hands, for Public Good Opposing Privatisation and Supporting our Lecturers	Y	Benn
This is Fracking Outrageous		
Bringing attention to detention centres	Y	Benn
Free Periods	Y	Chelbi
Post-Study Work Visa and Employment for International Students		
Campus Wide Nestlé Ban	Y	Benn
Boycott, Divestment and Sanctions	Y	Matt
Fairtrade Future	REPLACE	Kayla
Solidarity with Clyde College		
		Kayla (If doesn't pass, Chelbi will speak to retain this policy)
USSA supporting Who Cares? Scotland	REPLACE	
Living Rent Campaign		
Opening the Borders of Education	REPLACE	Rachel
Summertime Blues: Student Counselling Provision	Y	Chelbi
Smoke Free Events		
Smoke Free Outdoor Space on Campus	Y	Benn/Sophie
Real Ale in USSA	N	

## Lapsing Policy - 2019/20

<b>Education Provision in Public Hands, for Public Good Opposing Privatisation and Supporting our Lecturers.....</b>	<b>24</b>
<b>Bringing attention to detention centres .....</b>	<b>26</b>
<b>Free Periods .....</b>	<b>28</b>
<b>Campus Wide Nestlé Ban .....</b>	<b>29</b>
<b>Boycott, Divestment and Sanctions.....</b>	<b>30</b>
<b>Fairtrade Future.....</b>	<b>32</b>
<b>USSA supporting Who Cares? Scotland .....</b>	<b>34</b>
<b>Opening the Borders of Education .....</b>	<b>35</b>
<b>Summertime Blues: Student Counselling Provision .....</b>	<b>36</b>
<b>Smoke Free Outdoor Space on Campus .....</b>	<b>37</b>

These policies are due to lapse, meaning that they will no longer be Union policy.

To retain a policy, you must speak on its behalf at Student Parliament and then the elected officers will vote on whether to keep them.

If a policy is retained, then it will remain Union Policy for 3 years.

If you have any questions about these policies, please contact us on [strathunion.dem@strath.ac.uk](mailto:strathunion.dem@strath.ac.uk)



## **Education Provision in Public Hands, for Public Good Opposing Privatisation and Supporting our Lecturers**

**Submitting Forum: Education**

### **Policy Council Notes:**

1. Current USSA Standing Policy "Education Funding Policy – Free For All"<sup>i</sup>.
2. The existence of private education companies operating in the Higher Education sector in the United Kingdom including KAPLAN, Navitas, INTO and Study Group International.
3. The current partnerships with the company INTO, operating at Glasgow Caledonian University and the University of Stirling<sup>ii</sup>.
4. The current partnership with Study Group International, operating on our own campus at the University of Strathclyde<sup>iii</sup>.
5. The long-standing opposition to these private companies displayed through policy and briefing documents from the largest Lecturer Trade Union, UCU (Universities & Colleges Union) and successful campaigns opposing such companies at Universities such as Goldsmith's, Essex, York, UCLan & Gloucestershire<sup>iv</sup>.
6. The long-standing opposition to these private companies displayed through policy and briefing documents from the National Union of Students Education Zone Policy<sup>v</sup>.

### **Policy Council Believes:**

1. The privatisation of Education should be opposed.
2. Private companies are driven by profit, to the detriment of educational standards.
3. Public ownership of Education is the only way to ensure standards of education, student support and staff terms & conditions are met.
4. The University has a duty of care to all students on their campus (whether matriculated as full students or not) to ensure they receive the same standards of education, support and guidance across the board.
5. A partnership with a private educational pathway provider, such as Study Group International, undermines the academic quality and employment standards that students' associations and trades unions have fought hard for over many years and puts the future of academia and academic career paths in jeopardy

### **Policy Council Resolves:**





1. To reaffirm USSA's stance against any form of privatisation to our Education provision, at our own University and in the Scottish and UK Higher Education Sector as a whole.
2. To mobilise students to campaign to raise awareness of and to fervently oppose any further privatisation of Education at the University of Strathclyde.
3. To work with the University to establish and implement full representation structures and processes for students participating in courses run by Study Group International's Study Centre at the University of Strathclyde.
4. To work with the University to ensure that all students studying courses run by Study Group International's Study Centre at the University of Strathclyde are covered by the same standards of policies, procedures and support afforded to all other students at the University.

<sup>i</sup> USSA's Standing Policy Document

<http://www.strathstudents.com/sites/default/files/Standing%20Policy%20-%20Updated%20February%202014.pdf>

ii INTO Partnership Institutions in the UK

<http://www.into-corporate.com/higher-education/united-kingdom.aspx>

iii Strathclyde's Partnership with Study Group International's Study Centre

<http://isc.strath.ac.uk/>

iv UCU's Campaign Against Privatisation in HE

<http://www.ucu.org.uk/stopprivatisation>

<sup>v</sup> NUS' Education Zone Policy Document

<http://s3-eu-west-1.amazonaws.com/nusdigital/document/documents/10561/6e4a1e1cf7b79335d7eb85d705bcee1d/HE%20Zone%20live%20policy%20-%20201215.pdf?AWSAccessKeyId=AKIAJKEA56ZWKFU6MHNQ&Expires=1415102964&Signature=2QtE1jIkrGuJruuZ%2F4IHtla%2Bdo%3D>



## **Bringing attention to detention centres**

**Submitting Forum: Diversity & Advocacy**

### **Policy Council notes:**

1. The repeated sexual abuse and objectification of women by predominantly male guards at Yarl's Wood detention centre in England that was recently exposed in the mainstream media.
2. Serco, the company responsible for Yarl's Wood, has commissioned an independent review of its staff and culture.
3. Shadow Home Secretary has called for an independent inquiry into the conditions at Yarl's Wood.
4. There is one detention facility in Scotland, Dungavel, located in South Lanarkshire. This facility can detain up to 249 people with space for only 14 women. Sometimes only one or two women are detained alongside over 200 men.
5. Around 60 people have been on hunger Strike since Monday in Dungavel. They are refusing food in protest of their substandard conditions.

### **Policy Council Believes:**

1. The experience of detention is incredibly difficult and these situations are exacerbated by experiences of violence and abuse including sexual abuse.
2. Little to no help is offered to survivors of this abuse.
3. Few provisions are made for pregnant women in detention facilities.
4. There is no reason for pregnant women to be detained in these facilities.
5. These facilities are detrimental to women and can cause harm.
6. Women for Refugee Women's report 'Detained: Women Asylum Seekers Locked up in the UK' researched the lives of 46 women most of whom were detained at Yarl's Wood. This report found high levels of persecution, despair and abuse from staff. This report recommends that women remain in communities while cases are considered.
7. The accommodation at Dungavel is in dormitory form, an unsettling situation for women when they first arrive often in the early hours of the morning or late at night.



**Policy Council Resolves:**

1. To condemn the inaction of the UK government in tackling the treatment of women at Yarl's Wood and Dungavel detention centres.
2. To call for an independent inquiry into treatment of women at Yarl's Wood and Dungavel detention centres.
3. To call for more female guards and better living conditions for women at detention centres.
4. To call for pregnant women to be held in detainment facilities only when strictly necessary and to call for adequate prenatal care to be provided.
5. To campaign against the unnecessary detention of people who could remain in the community.
6. To lobby the Scottish and Westminster government to change the inhumanity of the current system. Especially the conditions the detainees are living in – E.g. 8 people in one room. We believe that is too many people in one room and is not humanitarian.
7. To publicly support detainees protesting using hunger strike as tool for change and to advocate for their rights.



## **Free Periods**

**Submitting Forum: Diversity & Advocacy Forum**

### **Policy Council notes:**

1. Some Student Unions (including UEA, Cambridge, Imperial, Brighton, Leeds, Leicester, Sussex and Goldsmiths) sell sanitary products at cost price in their SU shops.
2. Some Student Unions give out free sanitary products to students – including KCLSU, SUARTS and EUSA.
3. That tampons and sanitary towels are currently taxed by the Government at a rate of 5% as a 'luxury, non-essential item', and hence subject to Value Added Tax (VAT).
4. That many products are free from VAT as they are viewed as fundamental: food, prescriptions and children's clothes; but not sanitary products.

### **Policy Council believes:**

That the cost of sanitary products is an unfair burden that negatively impacts anyone that has periods.

1. That sanitary items are also crucial to health and hygiene – using homemade alternatives can put you at risk of infection.
2. That some students opt to take the contraceptive pill continuously to avoid a monthly cycle and the costs that come with it, despite the warnings of health risks.
3. Taxing sanitary products implies they are not fundamental which they are to everyone that has periods.
4. These issues should be taken into serious consideration in the light of NUS Scotland's campaign to end student poverty.

### **Policy Council Revolves:**

1. To support the campaign for #FreePeriods: calling on the Government to eradicate the cost of sanitary products, let alone the VAT.
2. USSA should look into the feasibility of providing sanitary products for free to students.
3. To provide free sanitary products to students for one semester to assess the costs and sustainability of this long-term. Moreover, we can also look for alternative organizations that can provide us with free or reduced priced products.
4. To seek funding for these products for the benefit of students.



## **Campus Wide Nestlé Ban**

**Submitting Forum: Diversity & Advocacy**

**Proposer: James Ferns, Vice President Education**

### **Policy Council Notes:**

1. That there is a long-standing boycott of Nestlé products based upon their policies regarding the promotion of baby formula in the third world.
2. That Nestlé in 1984 agreed to end such activities and the boycott ended but was found in 1988 to be continuing such products leading to a renewal of the boycott
3. That Nestlé continues to deny that they engage in any activity meriting this boycott.
4. That USSA has a policy of boycotting Nestle product but the University does not.

### **Policy Council Believes:**

1. That engagement in the boycott is correct, and that the University should be engaged in this boycott with the Union.

### **Policy Council Resolves:**

1. That USSA shall lobby the University and associated bodies to engage in the boycott and end sales of Nestlé products on campus.



## **Boycott, Divestment and Sanctions**

**Submitting Forum: Education Forum**

**Proposer: James Ferns, Vice President Education**

### **Policy Council Notes:**

1. That the State of Israel continues an illegal occupation of the Palestinian territories – the West Bank and Gaza Strip – an illegal blockade of the Gaza Strip, and enacts a system of Apartheid that has been described as "far worse than Apartheid South Africa" by the chair of the African National Congress (ANC), the ruling party in South Africa.
2. That the aforementioned state is responsible for widespread and on-going human rights abuses against the indigenous Palestinian population; including the destruction of homes, theft of land and water resources, arbitrary imprisonment without trial, torture of prisoners, systematic segregation, and the construction of Jewish-Only settlements on occupied Palestinian land.
3. That the actions of this state are in violation of international law, including the Fourth Geneva Convention, the Universal Declaration of Human Rights & the Charter of the United Nations. The construction of Israeli settlements and Apartheid Segregation Wall has been deemed illegal by the International Court of Justice, the UN Security Council res 242, and the UK government.
4. That, as noted by Nelson Mandela, the Israeli occupation reflects the former apartheid government of South Africa through the daily breach of Palestinian human rights. The South African Apartheid System was itself brought to an end in part due to an effective and global boycott campaign.
5. That, the human rights group Amnesty International published a report on the 27th of February 2014 accusing the Israeli army of using excessive force in the West Bank, killing dozens in the past three years in what might constitute a war crime.
6. That, in 2005, Palestinian civil society called for a campaign of Boycott, Divestment and Sanctions (BDS) against Israel until it complies with international law, allowing the realization of Palestinian rights. A truly global movement against Israeli Apartheid is rapidly emerging in response to this call.

### **Policy Council Believes:**

1. That fundamental human rights and international law should be acknowledged and adhered to by states and businesses. Just as individual sanctions against apartheid in South Africa led ultimately to its demise there, so individual and collective sanctions against the state of Israel will end apartheid and suffering in Palestine.

### **Policy Council Resolves:**



1. To ensure that products sold by this union are neither grown nor produced within occupied Palestinian territories, nor by companies which are complicit in the occupation of Palestinian territories.
2. To resist, insofar as legislative considerations permit, any action or commercial transaction that gives political or economic support to the State of Israel and corporation's directly complicit in its violations of international law
3. To Mandate that the executive of the Students association campaign for the University of Strathclyde to also implement the above two principles.
4. To condemn the practice of some UK sabbatical officers of receiving funding for visits to Israel from civil or political organisations, and to ban USSA sabbatical officers from participating in official or funded trips to Israel in their capacity as elected officers.
5. To endorse the global BDS movement against the state of Israel until it ends the occupation, complies with international law, recognizes the fundamental rights of the Arab-Palestinian citizens of Israel to full equality, and respects the Palestinian Right of Return as stipulated in the United Nations General Assembly Resolution #194 [<http://www.bdsmovement.net/call>].
6. Furthermore, USSA shall henceforth follow the precedent already set by other Scottish Students' Associations such as Edinburgh and Glasgow Caledonian and formally endorse the Palestinian Right to Education Campaign [<http://www.right2edu.org>].
7. This resolution and information within shall be permanently displayed on USSAs website in an area accessible to students and public.



## **Fairtrade Future**

**Submitting Forum: External Engagement Forum**

**Proposer: Gary Paterson, President**

### **Policy Council Notes:**

8. The current policy 'Nestle Products in the USSA' calls for the stocking of fairtrade products in the association.
9. USSA currently sells fairtrade coffee in all bars and catering facilities.
10. USSA meetings also provide fairtrade coffee in meetings.
11. The current policy 'Association Ethical Clothing' calls for 'USSA clothing to be sourced from fairtrade ethical and local suppliers'.
12. USSA previously had a fairtrade policy, Fair Trade, which has since lapsed.
13. USSA has current policy, 'Environmental Policy' that calls for fairtrade tea and coffee, an increase in fairtrade products and to lobby the university on the issue.
14. USSA currently source fairtrade clothing for campaigns.
15. Glasgow has been a Fairtrade City since 2006.
16. The local universities Glasgow Caledonian University and the University of Glasgow have fairtrade status.
17. USSA's Strategic Plan aims to get Fairtrade Status for USSA by 2019.
18. USSA is working towards NUS's Green Impact Awards which involves meeting sustainable procurement criteria including fairtrade standards.

### **Policy Council Believes:**

1. Fairtrade is a growing, international movement which ensures that producers in poor countries receive a fair price for their goods (one that covers the cost of their produce and guarantees sustainable living).
2. Fairtrade empowers communities and producers to help them sustain their livelihoods and communities.
3. Strathclyde students can help this movement by increasing fairtrade activities and purchasing in USSA and the University.
4. Fairtrade produce should be for sale wherever possible in the Association
5. Fairtrade produce should be for sale wherever possible in the University
6. Fairtrade produce should be used in all meetings at USSA.





7. The use of fairtrade clothing for the association should be increased.
8. Fairtrade is important issue for students that USSA should continue to campaign on.

**Policy Council Resolves:**

8. To promote fairtrade products within the Union and increase the fairtrade produce available.
9. To ensure fairtrade options are available in all cafes and bars.
10. To ensure fairtrade clothing is available for campaigns and USSA activities.
11. To support clubs, societies and sports clubs that wish to use fairtrade clothing and encourage this where possible.
12. At meetings of USSA where tea and coffee are provided, it should be fairtrade.
13. To work towards Fairtrade Status for the Association.
14. To lobby the University to increase fairtrade product availability and ethical procurement.
15. To lobby the University to achieve Fairtrade status and support them in this work with any relevant working relationships.
16. To run at least one campaign each year to increase awareness, understanding and usage of fairtrade products.



## **USSA supporting Who Cares? Scotland**

**Submitting Forum: Executive**

**Proposer: Gary Paterson, President**

### **Policy statement:**

The University of Strathclyde Students' Association will support the charity for young people in care and do all it can to promote the issue of care leavers in education.

### **Policy Council Notes:**

1. Only 4% of young people in care will go from school to Higher Education.
2. Young people in care are most likely to be excluded in society as well as education.

### **Policy Council Believes:**

4. USSA has a role to play in supporting organisations in our community which is working to support young people in care, and working to improve the prospects of care leavers.
5. Strives have been made by the Student Movement to support this issue, however we need to do more, and USSA can do more.

### **Policy Council Resolves:**

1. The President will work with the University to establish a joint signing between it and the Students' Association of the Who Cares? Scotland 'Pledge to LISTEN' to children in care.
2. The Association will host a screening of the 'Care: My Story' documentary for students to raise awareness of the issue of young people in care and care leavers in education.
3. The Association will work to provide space for young people in care for a Christmas Day party in conjunction with Who Cares? Scotland.



## **Opening the Borders of Education**

**Submitting Forum: Joint Education, External Engagement and Diversity Forum**

### **Policy Council Believes:**

1. That access to higher education should be based on academic ability; rather than nationality, citizenship, or independent financial means.
2. That this principle should extend across all backgrounds, regardless of ethnicity or immigration status.
3. That we should welcome the contribution of asylum seekers to our education system by ensuring they enjoy fair access and necessary support; which will in turn improve their life chances and the success of our wider society as a whole.
4. In the profound and wide-ranging benefits of welcoming and supporting those from other countries who want to make a contribution to our society through education.
5. That education can liberate and empower those fleeing persecution from a lifetime of trauma, persecution and fear.

### **Policy Resolves:**

1. To lobby our governments for the long-term provision of living allowances that would enable asylum seekers to access higher education on a basis equal to that of domestic students.
2. To campaign in the short-term at an institutional level for funding to provide asylum seekers with the financial support to live and access to safe, affordable accommodation where necessary.
3. To raise awareness of the barriers to education and improved life-chances for those who have already battled significant persecution and disadvantage.



## **Summertime Blues: Student Counselling Provision**

**Submitting Forum: Sports Union General Meeting**

**Proposer: Mairi MacVicar, Vice-President Sport & Wellbeing**

### **Policy Council Notes:**

1. The University's Student Counselling service no longer has any provision to provide counselling over the summer months (June-September inclusive).
2. Student Counselling only had one member of part-time staff working over the summer, with their recent retirement the university has indicated that their role will not be replaced.
3. Student counselling currently have a three week waiting list for a first appointment.
4. Student Counselling is an important service for all students especially those with mental health conditions.
5. Postgraduate courses continue to run during the summer.
6. Student counselling is the only University support service to only have staff on term time only contracts.

### **Policy Council Believes:**

1. Postgraduate students do not have a summer immunity to mental health conditions, low mood, life events or any other reason a student might want to speak to a counsellor.
2. Cutting counselling provision during the summer is damaging to students who need to speak to someone in need of support for their mental or emotional health.
3. Student receiving exam or degree outcome or going through resits may also need counselling support.
4. Students' mental and emotional health should be a priority within the University.

### **Policy Council Resolves:**

1. To lobby the University to ensure that Student Counselling is accessible to students all year round.

15<sup>th</sup> April 2015



## **Smoke Free Outdoor Space on Campus**

**Proposer: Mairi MacVicar, Vice President Sports & Wellbeing**

### **Policy Council Notes:**

1. Tobacco use cannot be reconciled with good health and no level of exposure to second-hand smoke is safe.
2. The Smoking, Health and Social Care S. Act 2005 prohibits smoking in public places in Scotland.

### **Policy Council Believes:**

1. Smoke-free environments are vital in protecting the health and wellbeing of all event participants, visitors, employees and volunteers.
2. Everyone should be able to enjoy being outdoors without having to breathe second hand smoke.
3. Creating a smoke free campus at Strathclyde is difficult due to the public roads and footpaths that run through it however there are spaces which could logically be sectioned off and clearly sign posted as outdoor smoke free spaces.

### **Policy Council Resolves:**

1. That the 2015-16 USSA Executive and USSU Executive lobby the university to make Rottenrow Gardens a Smoke Free outdoor space.